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RESEARCH ARTICLE

PROFESSIONAL VALUES AND SOCIETAL REQUIREMENTS AS CHALLENGES IN THE FORMATION OF PROSPECTIVE SKILLS AMONG STUDENTS

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Abstract

The accelerated change generates new challenges, entails new requirements for the educational system in general and, in particular, for society's value system. Important in this system is the student's personality and values they possess. The hierarchy of the values formed based on the interaction with the social and cultural environment, which they are part of, helps the person make decisions regarding the selection of the profession. However, with the development of technologies and in the context of the gradual disappearance of some professions and the emergence of new ones, it is essential to reform education, to be effective in developing values in the form of prospective skills (anticipation, planning, targeting) for students. In conclusion, the requirements of the society provoke and orient the university educational system towards the prospective formation of the personality. And obtaining valid results in solving educational problems and challenges is strictly necessary to define the type of personality focused on values and emphasis on the formation of prospective skills among students.

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Introduction:-

Society of the twenty-first century is concerned with a number of global issues: the danger of destroying planetary life by nuclear war and world peace; the increasing imbalance of the environmental planetary system and the danger of destroying nature by the reckless and irresponsible intervention of a man; demographic explosions in third world countries and increasing the number of people with disabilities in highly developed countries; human health, pandemic, etc. Their definition and elucidation were one of the major steps mankind has made in its social development and organization.

Important to mention the situation we find ourselves in depends largely on education through which national social, etc., values are formed [26].

Each country has its value system [25], with an emphasis on some or even changes in values. In this sense, the Republic of Moldova is the country that has a rich system of national values, but it also has the most intercultural problems (the problem of the state language, tension caused by the areas of Transnistria, Gagauzia, etc.); they are characteristic of the determinants of ethnic behaviour [27].

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This situation is evidenced in the literature [19], where it is noted that in some areas of application of the creative potential lack beyond universal, general-human, and national values. The man endowed with creative abilities at the maximum level of development can use this potential as well as its products for rational/human purposes, but also for irrational/anti human purposes.

By the above, we understand that the democratic transformations between society and the imminent requirement to integrate education in the structural whole of the contemporary world are inextricably linked to the recognition of spiritual renewal through the development of science. But it also claims the situation of a constantly changing education that gives priority to knowledge and action, the transformation of knowledge into action [26], and vice versa.

The rapid development and expansion of new information technologies, mass communication, determine the replacement of certain types of human labour by machines, which will be reflected in radical transformations both in the professions and in professional mobility and in the types of skills needed to exercise them.

Thus, the development of new technologies does not only lead to the emergence of many new, often very special professions (such as molecular nutritionists or "smart home" designer), but also to the gradual disappearance of existing specialties. Each of us is in a position to think about anticipatory actions in order not to identify ourselves in the nomenclature of endangered professions, but also how to remain active in the area of labour market demand.

Due to above mentioned factors, the current and future development of education is increasingly marked by the entry of contemporary society into the era of knowledge and transformation of economic and social systems, from systems based on traditional factors of production and work to systems based on knowledge and computerization, including change.

The changes generate new challenges, entail new demands for the education system in the Republic of Moldova [29]. That is to say, they require perspectives for adapting education to a constantly changing and developing society. In these circumstances, the concern, almost on a global scale, of reforming education and of development with trends in the future development of human society, can be explained. And, D. Gormaz -Lobos et al [11] argue that the new demands of the society and the economy, the constant specializations of the scientific fields, and the incorporation of new technologies for teaching and learning make that the typical contemporary forms for the teacher academic training must be reviewed and analysed.

Education is the middle-value relationship of action, whether the teacher is the creator or the educational consumer of values contained in his intellectual or, in his judgment, in his experiences, in his emotions, feelings, and desires, for his purposes, the options and decisions it takes for its existence and social coexistence.

Education has been and is always value-oriented [3] positively, insofar as it refers to any deliberate, conscious, and systematic support given to people in these directions.

In general, it is proven that the system of value guidelines determines the substantial part of the personality direction and forms the basis of its relations with: the surrounding world, the self, the basis of the world-conception, and the core of active life motivation, etc. This system is relatively stable, but it can be changed by changing value hierarchies, by changing the priorities of values [9]. But the quality of adaptation and the projection of values is part of the responsibility of man and society. [3]

Each society has tried to develop its own system of values, to open new horizons of knowledge, thought and human action, but without exceeding its own limits and its own imposed or self-imposed boundaries. In this context, it is necessary to take into account the thesis according to which, knowledge has no borders and only cooperation at the European or even global level can help meet the training needs of humanity and develop society.

In order to prevent potential problems, education must assimilate the direction, content, and pace of social development, prepare for adaptation to change, applying a range of strategies:

1. Ensuring an optimal balance between the informative and the formative dimension. Knowing is no longer an end in itself, but an intermediate factor, which ensures the leap to know how to do, knowing how to be, and

- knowing how to become. There are multiple interactions and exchanges between these paths of knowledge as a whole;
2. Focusing on innovative learning, which can contribute to solving global problems that go beyond the horizon of a single science and requires a qualitatively superior educational action, carried out in dissonance of contexts [8];
 3. Implementation of the principles and contents of forward-looking learning, including scenarios, forecasts; assessments of consequences and implications, interdisciplinary approaches; new learning situations: forecasting studies, etc.;
 4. The extension of the educational activities throughout the whole life of the individual. It is a supplement to the school education, necessary for the correlation of the new information with the existing ones; assimilation of models for structuring content, directing activities, and evaluating them in line with society's current and future expectations;
 5. The global approach and the coherent approach of content, ensuring a balance between them;
 6. Adaptability to change. Solving problems related to the impact of education on shaping the future involves conducting forward-looking studies that offer effective alternatives and actions;
 7. Timely initiation of change and adaptation to change. Thus, the emphasis is on a new way of understanding change and the relationship between continuity and discontinuity. That is, humanity no longer wants spontaneous and accidental changes that cause psychological and economic crises, but anticipates and provokes them.

Education also has a role to play in training, thinking and acquiring the knowledge and skills necessary to be a citizen of the present. And, the radical changes in various areas, combined with the information explosion, the media promotion of subcultural products, etc. [6, 17] affects the whole society, thus bringing to the attention of researchers the issue of the education system focuses on the process of developing personality based on prospective values.

Education has been and always is positively value-oriented, insofar as it refers to any deliberate, conscious, and systematic support given to people in these directions.

The social values are seen in their genesis between the properties of things and human needs, once established, are elements of the environment, but they also become individual values.

The strengthening of the values promoted by the socio-cultural context in which the person lives is guided by the emphasis of interests, including professional ones.

In this respect, in the perspective of openness to multiple values, prospective competition is a fully justified initiative, as it aims at a better integration of the individual in a constantly changing world. These considerations aim to permanently restructure and readjust educational contents on the grounds that in a dynamic society, specific skills are rapidly becoming outdated.

Conceptual delimitations

A string of research was carried out in order to determine the axiological component in the personality structure. In this respect, I. Culda carried out comparative analyses of the various meanings given to values, identifying as common for most axiological constructions the following statements:

1. Value is that "something", relatively autonomous, which interferes with human judgment and the human community in such a way that the components of the environment do not appear to be "neutral", they are either preferred or rejected, with certain degrees of intensity;
2. Only those parts of the environment for which the degree of intensity of preference or rejection is very low appeared as "negligible";
3. Values do not have a "natural" existence, they do not exist outside of the subject's judgment;
4. Values interfere in the orientation of human manifestations in ways that cannot be explained by the use of "causes". [apud 14]

V. Sopov and L. Karpuhina [apud 20] defines the concept of value as an attitude of the subject to various facts, events of life, object, and subject matter and recognizing them as important in life.

Authors P. Popescu-Neveanu [23], V. Pavelcu [21], define the notion of value as an attribute, a criterion, a representation, a product, basically as an objective of the human essence.

Personal values have one of the most important subsystems of the personality content sphere [20].

Value is considered as an axiological product of human consciousness, which attributes qualities, entities, or existential states, being influenced by preferences, desires, intentions, value is a situational, relational attribute that is triggered by human orientation in a transcendent order [20].

On the specifics of the treatment of values in various sciences researcher, L. Grünberg [13] mentions: “Even when the issue of the nature of values is treated in works so differently by the analytical material used that you are tempted to consider them rather as the psychology (Perry), sociology (Bouglé), theology (Losski), political economy (Perroux), logic (Lalande), ethics (Scheler) or even general physics (Köhler), the bridge between them is drawn by axiological line, in the sense that particular points of view are grazed against the background of a certain philosophical understanding of the value in general”.

From this statement, we can notice that the multitude of approaches to values, from different positions and fields, does not diminish their axiological meaning, but on the contrary, it only enriches the particular treasure.

Thus, V. Ojovanu [18] claims that, logically, theories of the values of the respective fields can be established. This theoretical legitimacy, closely linked to social reality, extends to the educational sphere.

Social functions of values

Values do not exist in themselves independently. Any value determines and is determined by other values, thus social functions of values have been established:

1. Is a factor of historical progress;
2. Normative-educational function - motivates human action, substantiates personality formation;
3. Cumulative-communicative function - ensures communication between generations and communities;
4. Adaptation and integration function - the framework of human behaviour that gives meaning to life because existence occurs in the horizon of values [20].

Starting from the definition of M. Rokeach, according to which value is a way of living, preferably in terms of personal, social and values and from their classification as purposes values and instrumental values, [16] reflects the relationships that express the concordance of ideas, facts, things, human action. When values guide or support educational activities, they become educational values and become functional, i.e. they are actively applied in educational practice.

In relation to the notion of value, T. Rotariu and P. Iliuț make the following mentions:

1. Values work at the society level, they become operative at the group level, individually only if they are internalized by individuals;
2. The values have the status of action reasons;
3. Values should not be considered as universal data, but according to context;
4. The behavioural constant of individuals cannot be explained without the use of values, but the idea of eternal values is unproductive because all values are subject to situational pressures, interpretations, and changes;
5. Values shall be associated with rules because they are the basis for their acceptance and rejection [apud 20].

The importance of knowing values is to gain clarity in taking decisions and to act in a motivated and decision-making manner. Thus, values help improve results in different areas of life that are important to everyone.

In this respect, the university’s mission in the Knowledge Society [12] is to convey, harness, and produce knowledge, in order to adapt to today’s needs and challenges of society, training the necessary skills, promoting quality and knowledge.

At the educational level, G. Vaideanu[30] elaborates a synthesis of the axiological system of human education, where at the knowledge level he proposes various aspects necessary to be known from the perspective of contemporary issues (equality, peace, etc.), but the development aspect is important to us: understanding the need to maintain a balance between economic growth and social development.

We would like to mention that the dominant psychological personality that defines the person, is that type of value, which, in terms of the person's relationship with the environment, guides his/her direction [apud 5] or highlights his/her interests.

Professional values

Career Invest [24] presents six values that are found in the professional area:

Autonomy. A person who likes to organize his own activity responsibly, autonomy is among the personal values. As suitable jobs: Judge; Doctor; Writer etc.

Authority is the value found in professional environments with strict hierarchies. The professions described are Teacher, Engineer, etc.

The challenge is the value highlighted to the creative person, open to change. Suitable professions: Architect, Web Designer; Trainer; Actor.

The social relation is the value identified among people who constantly develop new interpersonal relationships. Suitable professions: Public Relations Specialist; Reporter; Lawyer; Social Worker, Psychologist.

Compliance with the rules is the value of the person who works optimally when he/she has a clearly defined set of responsibilities. Suitable professions: Economist; Legal Adviser; HR Inspector; Policeman.

Professional recognition is the value of an ambitious person, with the desire to build a professional status in his/her field of activity. It is important that they set increasingly complex goals and pay attention to the quality of their work. Suitable professions: Manager; Project Manager; Team Leader; Entrepreneur.

Therefore, in order to make a decision on professional careers, it is essential that every person should clarify their values in order to meet the expectations of the chosen profession. For a correct decision, it is necessary to correlate these values to personal skills, interests, and motivation.

The value evolution of professional interests

We are in an age of change when the accelerated development of new technologies does not only lead to the emergence of many new professions, but also to the gradual disappearance of existing specialties. Each of us is in a position to think about forward-looking actions in order not to identify ourselves in the nomenclature of endangered professions, but also how to remain active in the area of labour market demand.

The reality is that, along with long-outdated professions, such as Stenographer, Elevator Operator, Shoe Cleaner, some that appeared several decades ago also remain in the past. Among the specialties that require prior training, called intellectuals, are in question, first of all, those related to data systematization: that is, such subordinates will be able to be replaced by computers as soon as possible.

Inspectors, controllers, typists, translators, archivists, notaries, analysts, and public service operators are expected to disappear soon.

Technological revolutions also continue to cause profound changes in the office professions and the administrative market. Companies have focused on cutting costs, secretaries, and clerks, who are no longer in demand. In the US alone, the profession of the typist is scheduled to lose 13,200 jobs by 2020, and entry data clerks are expected to lose 15,900 jobs [apud 10].

Door-to-door sales are no longer efficient and have been replaced by online sales through advertising. In the United States, for example, sellers and market positions are expected to fall by 15 percent and 11 percent, respectively by 2018. Online sales increased in this period of the pandemic.

In Russia in 2015, the "Skolkovo" School of Management launched its own atlas of professions [apud 7] - a detailed guide to the profession, which by 2030 should become obsolete, as well as those who are now, on the contrary, becoming the most popular (the latter are nearly three times more - 186 against 57 "endangered").

Looking at the above-mentioned Article, we notice that the entire industry is likely to be detected, in which robots will eventually prevail.

In the list of endangered professions are text editors, journalists who are threatened by social networks.

However, specialists continue to claim that the machine will not be able to completely replace the man. Critical thinking people will be needed, who can analyse information from different perspectives and can be trained throughout life.

In this respect, with innovations and technology development, there is a change in values in identifying forward-looking professions. For example, of major importance is the demand for the profession of project manager and research, especially in the field of engineering, programming, healthcare. There have been significant changes in the management of health services, both in the United States and across Europe. As a result, more middle management positions became available. In America, the Department of Labour Protection claims that 162,900 new jobs will be added before 2018. In Europe in particular, there is also a potential for a significant increase in the role of clinical nurses in the community [apud 10].

With technological innovation, it is assumed that more information is now shared and stored by businesses as a result of a data explosion - combined with the need to hold this data, effectively driving with a competitive advantage - creates its own wave of information on labour market needs. Information management involves a huge area of growth. But it is not just about managing but also about creating new job opportunities, collecting it, analysing, storing, and securing data [10].

Moreover, the COVID 19 pandemic insists schools to close and embark on the digital environment to keep learning happening. Implementing this learning in educational settings faces challenges related to human resources and infrastructure issues-particularly in developing countries [1].

Paradigm changes guide personalities to adapt to changes through lifelong learning. The process of shaping, training, development, evaluation of values is a matter of the multilateral path of personality from an ontogenetic perspective. The starting point is the subject's awareness of their own needs, personal-social experiences, which gradually provide value acquisitions [3].

Furthermore, a person's value system, according to D. Antoci [4] can be used to determine what it does or its degree of success. That is to say, the internal individual sets out rules specific to several groups, to which he or she reports cognitive, evaluative, and emotional, developing his or her own individual values. Some of them can become common values for some members of one or more of their groups, later transforming, again, into individuals and manifesting themselves through individuals and behaviours. Values thus become social values.

Practical approaches in shaping competencies as current values

In essence, every specialty is represented by a system of values that are interdependent with the system of professional skills, which are formed by respecting certain principles, dependent on certain conditions for achieving certain aims. But to develop the values of professional skills it is important to have personal values that are interdependent with professional interests and values.

Values are not directly observable, they contain cognitive, emotional, and conative elements, do not operate independently of the individual and the social field, refer to the standards of the desirable, are organized hierarchically in the system of personality and are relevant to the actual behaviour.

In this respect, it is important that all educational institutions have, in addition to curriculum content, objectives for each content and, that "portrait" - the training of the beneficiary's skills that will be adapted to the needs of the Republic of Moldova. It should contain a number of features of character that should be integrated into the curricula, be present in the daily life of the school, be discussed by teachers at professional training meetings. Thus, the beneficiaries should become:

1. Thinking people;
2. Capable of communicating;
3. People with a balanced view of reality, with logical and ethical decisions;

4. Tolerant and empathetic;
5. Open to new knowledge horizons.

These goals will be achieved in the context of focusing on curricula with certain customized content tailored to each beneficiary, or in other words, focused on the needs of the individual.

If an institution proposes specific measures for development, evaluation, and improvement, change, then it is the school that, being challenged, solves the problems prospectively.

Another very important aspect in the training of specialists are the skills: critical thinking - the ability to approach problems with a critical and flexible spirit, to know how to recognize and reject prejudices, indoctrination and propaganda; cooperation - the ability to work in a team to achieve complex objectives; imagination - the ability to project a desired future, self-affirmation - the ability to express and argue points of view; tolerance - the ability to get involved responsibly in decision-making at local community level, but also at the national, regional and international level [30].

At the same time, today's university has to face 3 challenges: the increasing knowledge, the demographic growth and the diversifying aspirations. The amount of information accumulated due to technical-scientific progress exceeds the possibilities for assimilation. It is therefore natural that students be trained in accordance with twenty first century skills and learning attitudes [2].

Hence the fact that university courses must be transdisciplinary types of values. The integrated, transdisciplinary-specific approach is focused on the real world, on the relevant aspects of daily life. Technology is advancing. Science is driving its development. Every day new information, innovation, which influences the training process of becoming specialists, new jobs emerge. Many of the students now on the university benches are ready to practice in a certain field, but until graduation, some skills may become obsolete. Therefore, the ability to manage information is absolutely necessary to survive.

It also follows that information technologies will change the focus for prospective personality orientation. When we refer to prospective personality, we are considering an effective personality with critical thinking and success in action [14], a successful personality that tends toward progress, with wisdom and clarity in thought and to meet the requirements that our society is heading for, creates the necessary framework so that everyone perceives the importance of lifelong learning for their own development, becoming and participating in the progress and prosperity of society and humanity. Although the prospective character of education [28] has been highlighted in the literature of specialty, with emphasis on the person's training from a prospective perspective, yet about the substantiation of prospective as a field, about the prospective skills training of the new specialists, was very little raised. At the same time, the answer to the questions arising from the need to clarify the relationship between skills and values is necessary to realize that by competency the moderately primary perception related to isolated values is exceeded.

Levels of prospective skills training in university

In order to determine the level of prospective skills training for students, the questionnaire "Assessment of prospective skills " was applied to 146 people, which includes prospective skills: anticipation, planning, targeting.

The questionnaire was developed based on an evaluation matrix [15] in accordance with the curricular reference of the Professional ethics course, the three components of prospective competence training being met. Thus, the aim of this questionnaire was to identify the extent to which university studies, in general, and those of the Professional Ethics course, in particular, prepare students for the future: by anticipating behavioural consequences, by planning behaviour modeling actions, and by targeting ethical behaviour. In the following, we propose some examples of items.

Focus on forward-looking competence:

anticipate changes related to the ethics of your profession; anticipate the consequences of the lack of ethical rules in a professional group; anticipate the consequences of destructive criticism; anticipate the rights of subordinates that you must respect in the event that you become a manager.

Focus on planning competence:

draw up a plan for developing proper relationships collectively; propose ways to develop effective communication with colleagues.

Focus on targeting competence:

direct your behaviour according to the principles set out in the professional code of ethics; justify the need for ethical communication in society/organization; direct your behaviour according to the requirements of the profession; develop examples; estimate the importance of developing foreign culture.

The level of prospective skills training was determined by indicators of specific behaviours, developed for three levels of skills training: knowledge, application, and integration.

In order to be more clearly perceived, the following figure is proposed:

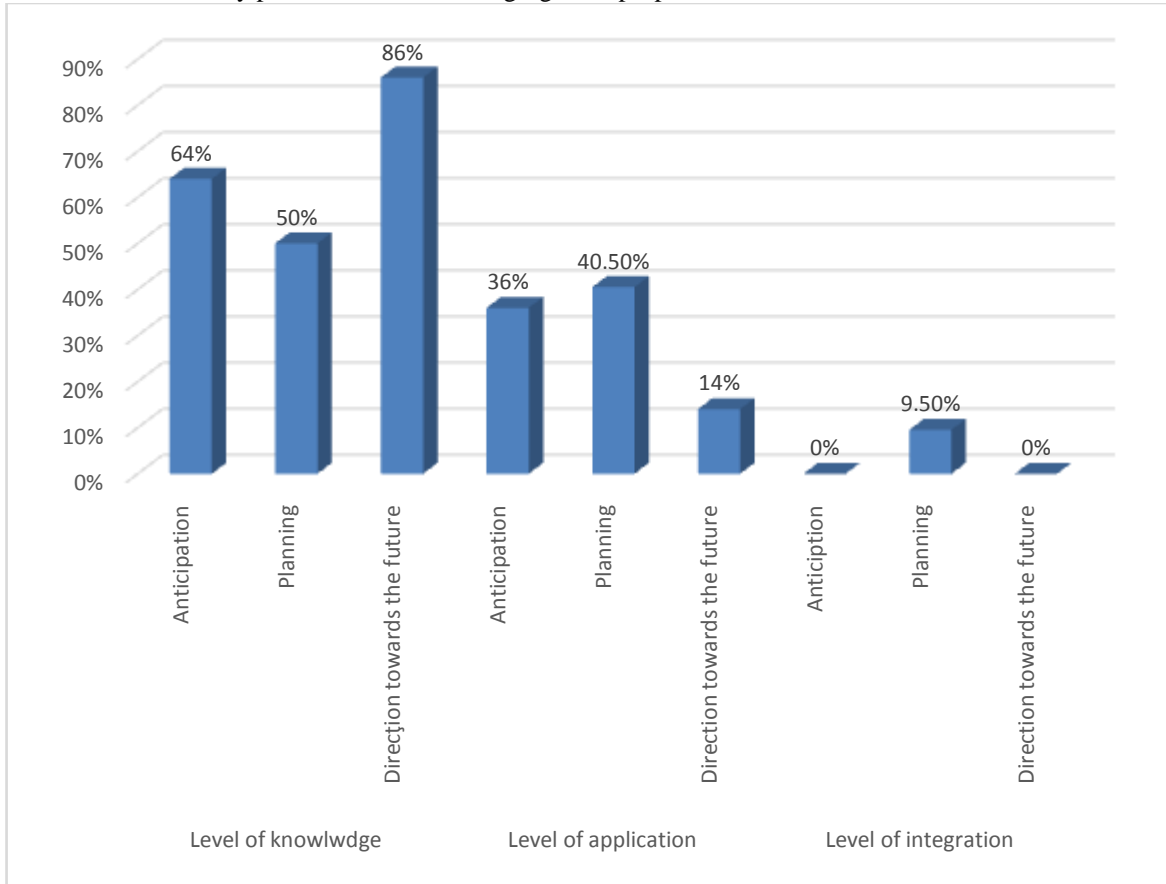


Fig. 1:- Prospective skills training - student group (author’s own work).

We can say that the surveyed students have the ability to plan for change actions, but they have difficulties in anticipating the consequences of non-compliance with ethical principles related to professional conduct, lack of self-motivation for change, which leads us to see the need to guide educational measures to train these skills.

However, data analysis shows that most respondents claim to be important to participate in decision-making. When the person participating in this process has a share of responsibility, action, involvement is required. This is why we have now set out to determine what action is needed to undertake each to adapt properly to social change, the results are presented in the histogram below:

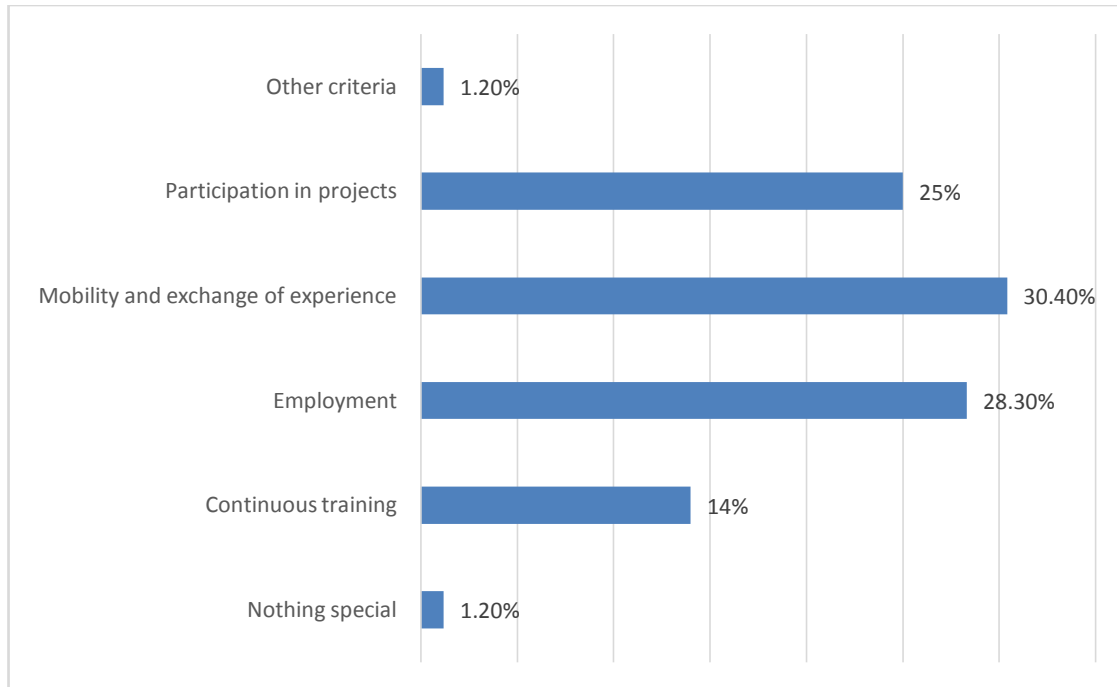


Fig. 2:- Frequency of actions to adapt properly to social change author's own work.

Figure 2 shows that 30 % of subjects would act to adapt to change by participating in programs for exchange of experience, 25 % of subjects choose to participate in projects, etc., which confirms the change of vision and adaptation to change through this action.

As a result, we set out to see which criteria in personality formation are important, where the subjects in the proposed variants are: very much, much, medium, little, very little, as a result, students chose to respond **much** to variables: the ability to predict changes, planning, decision making, time management. It is interesting to note that emphasis has also been placed on spiritual and moral values.

The pedagogical experiment has shown that the question of competence also requires an approach in terms of values considered to be fundamental.

Conclusions:-

Obtaining valid answers and results in solving this complex problem makes it essential to identify general, well-founded, and clearly defined theoretical premises. These include the need to define the social ideal or ideal type in a society focused on a well-defined value system; the development of a social model of prospective personality that will enable the global problems of humanity to be overcome, which require urgent resolution. Directly related to this is the determination of the human ideal or model of tomorrow's man, as a fundamental factor in economic, social, cultural, scientific, and spiritual progress. And obtaining valid results in solving educational problems and challenges is strictly necessary to define the type of personality focused on values and emphasis on the formation of prospective skills among students

So that contemporary and future generations are able, on the one hand, to adapt to the new requirements which they will be obliged to take on and, on the other, to develop their personality in order to find themselves in this society, both as its promoters and as value personalities.

At the same time, highlighting the fact that values have social functions - a factor of historical progress; motivating human action, substantiating personality formation; ensuring communication between generations and communities; adapting and integrating human behaviour that gives meaning to life, all of these are carried out in the horizon of values.

And with regard to changes of professions required by the labour market, most have opted for retraining courses as a means of adaptation.

The purpose of human values is to provide a set of standards to guide efforts to anticipate and take appropriate action.

The system of value guidelines directs the personality and forms the basis of its relations with the surrounding world, the self-etc. This relatively stable system can change by changing value hierarchies and value priorities.

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