

The Application of Developmental Psychology in Preschool Education

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Abstract: *Preschool education is the fundamental link of education in China, and implementing good preschool education can lay the foundation for young children's future learning and life. An important law of educational development is to adapt to the laws of students' physical and mental development. In recent years, although China's preschool education has made certain progress, the area of preschool education has gradually expanded, and the number of people receiving preschool education has also increased. However, there are still some drawbacks in the field of preschool education, and the quality and level of preschool education need to be further improved. Therefore, how can we develop preschool education well, Laying the foundation for the comprehensive education has become the focus of this article's research.*

1. DEVELOPMENTAL PSYCHOLOGY AND ITS EDUCATIONAL SIGNIFICANCE

The so-called Developmental psychology is derived from psychology. Like the research object of psychology, it mainly studies human beings. It studies the psychological characteristics of human beings. Human beings have been developing all their lives. The whole time span is relatively large, including babbling infancy, curious childhood, ignorant childhood, tangled middle age and staggering old age. And the horizontal scope of research is also relatively broad. Human growth is a process of experiencing cognitive and psychological changes, and emotional psychology will change with people's physical and mental changes, and have their own characteristics and laws at different stages of development.

The content of preschool education is mainly reflected in aspects such as physical, intellectual, physical, aesthetic, and elderly education. In terms of teaching methods, traditional graffiti style education cannot be used, but only in the classroom, blindly instilling teaching. Students lack space for thinking, and children cannot effectively absorb teaching content. Many parents start planning for their children's future development when they are born. They must not lose to their peers, forcing many parents to sign up for a large number of Cram school for their children, not allowing their children to rest even on holidays, and forcing them to learn the contents of primary school in advance. These are serious violations of the laws of children's physical and mental development, and do not meet the requirements of the procedures for children to accept new knowledge. Some counseling institutions, in order to meet the expectations of parents, Even instilling difficult Olympiad math problems into children in advance has had a serious negative impact on their physical and mental health. Preschool education has turned into early learning of elementary school textbook knowledge, completely violating the purpose of preschool education. This high-pressure learning method can make the effectiveness of preschool education counterproductive, not promoting children's intellectual development, but also increasing the ideological burden of young children, causing them to develop a dislike for learning. The negative psychology suppressed by heavy academic workload can easily create a shadow in the minds of young children, affecting their healthy growth.

2. APPLICATION STRATEGIES OF DEVELOPMENTAL PSYCHOLOGY IN PRESCHOOL TEACHING

Following the laws of young children's psychological development and selecting appropriate preschool education content, each student is unique and has their own developmental patterns, so Teachers should follow the laws of children's physical and mental development, choose appropriate educational content and difficulty levels during different growth periods, which will directly affect children's learning Xi Xingqu, and once this learning interest is destroyed, it is irreversible, some even It can leave a shadow in children's hearts, so only with appropriate teaching content and timing can preschool education truly play a role. For example, we know that children aged 3 to 6 already have basic balance abilities, especially in terms of body movements, and can coordinate their body movements well. Therefore, when conducting preschool education, they can choose some activities such as climbing, dodging, and roller skating, which can not only exercise the child's body but also enrich classroom

teaching forms. Teachers should be aware that preschool education is not just about imparting classroom knowledge, but about combining the characteristics and development needs of children of different age groups, developing learning content, and conducting heuristic preschool education. Foreign Direct Investment (FDI) and trade are integral components of the global economy. Trade, to a certain extent, facilitates the development of FDI. This article will explain how trade promotes the development of FDI from two aspects: attracting investment by expanding market size and eliminating trade barriers, and enhancing investment efficiency through trade networks and cooperative relationships. Firstly, trade expands market size, providing foreign businesses with more opportunities and attracting more FDI. Through trade, companies can expand their products and services to a broader market, increasing sales. This provides foreign businesses with more commercial opportunities, encouraging them to engage in FDI in target markets. For example, an international retailer introduces its products into other countries through trade channels. If the market responds well, the retailer may decide to establish physical stores in the target country to further expand market share. Therefore, the existence of trade provides foreign businesses with an opportunity to easily identify and exploit the potential of FDI. Secondly, trade eliminates trade barriers and provides a more attractive investment environment. Trade liberalization promotes the flow of goods and services by reducing tariffs, restrictions, and other non-tariff barriers. As a result, foreign businesses can more easily access other country markets and participate competitively in local economic activities. Lower trade barriers offer investors a more stable, transparent, and predictable investment environment. Foreign businesses may be more willing to engage in FDI in such countries to take advantage of more freely flowing capital, technology, and knowledge. For example, a manufacturer may choose to establish production facilities in a certain country because trade liberalization makes it easier for them to export products to other markets and access necessary raw materials at lower costs. Lastly, trade networks and cooperative relationships also contribute to enhancing the efficiency of FDI. Through trade networks, companies can acquire more information and resources to support their investment decisions. In international trade activities, businesses can establish cooperative relationships and collaborate with suppliers, distributors, and partners in other countries. These cooperative relationships provide broader market channels and help businesses expand their operations and enhance the efficiency of their investments. For example, a high-tech company may further expand its product sales range by collaborating with local distributors. By leveraging trade networks and cooperative relationships, businesses can better utilize the resources and knowledge of local partners, enhancing their investment efficiency.

2.1 How to choose appropriate teaching content can refer to the following teaching principles.

The first principle is developmental. The physical and mental development of young children is a constantly changing process, and the purpose of early childhood education should be clarified based on the commonalities of each stage, with a focus on cultivating their comprehensive abilities and promoting their healthy growth; The second principle is educational. When preschool education is given to young children, both their body and mind are relatively immature, which requires the patient and active guidance of teachers and educators around them. Therefore, when planning preschool education content, teachers should not focus solely on the facts, but only explain the knowledge points one-sidedly. They should focus on a certain knowledge point and integrate some correct moral and values. However, it is important to ensure that the teaching content is within the range that children can accept and must not exceed their cognitive abilities; Thirdly, preschool education should have a lifestyle, which means that the form and content of preschool education should be closely related to children's daily lives and be accessible to them in their daily lives. The phenomenon of reaching. For example, preschool education on environmental protection concepts can be guided from the idea of protecting the environment from the small things around, encouraging children to do a good job in environmental protection in their daily life, such as not littering, classifying the old batteries in their toys, classifying the packaging bags for their snacks, and emphasizing the pollution and damage caused by White trash to the environment. Teachers only need to tell children to follow the teacher's advice, not to tell them why, nor do they need to understand why. Do so.

2.2 Utilizing the characteristics of psychological development to enrich and innovate the forms of preschool education

After the content of preschool education is determined, we also need to choose appropriate forms of transmission based on the content, combined with the developmental characteristics of children, and pass them on through certain communication methods. We should adopt a form that children can accept to ensure that children can digest and absorb the content. In fact, teachers' choice of educational forms is constrained by many factors. The first thing to consider is the compatibility with educational content, because different educational content should have different forms of carriers, and different material carriers often represent different ways of dissemination. So, regardless of the educational form chosen, the teaching content should be the first reference. Secondly, teachers

should also fully consider the concept and ideological level of the educated, as well as the impact of the family education environment on them. In generally more open areas, children are also more likely to receive classroom education knowledge. Finally, it is important to consider the level of economic development in the region where young children are located, as economically underdeveloped areas are also limited in terms of the effectiveness of preschool education.

2.3 Teaching students according to their aptitude and paying attention to the personalized development characteristics of preschool children

Developmental psychology emphasizes that the development of children is a process of gradual development, and there are differences between each individual. Therefore, when conducting pre-school education, we should be fully aware of the differences between individuals. Teachers should teach according to the individual characteristics of each child, and each child is an independent individual. Due to different growth environments and physical and mental development, children's understanding and cognitive level of classroom content also vary. Therefore, it is necessary to pay maximum attention to the personalized development of children. And when conducting preschool education, it should be noted that children's physical, mental and intellectual development is immature, they cannot think independently, and they will not have personal opinions on new things, and they cannot express their opinions well. However, their imagination is the most abundant, and teachers should see the advantages of early childhood development period, and cannot generalize and rigidly evaluate children. They should view children's growth with a developmental perspective and follow the concept of quality education.

3. COMPLEMENTARITIES BETWEEN DIRECT INVESTMENT AND TRADE

According to the original "3+2" segmented talent training model for secondary and higher vocational education in valve design and manufacturing, students study cultural and professional courses on campus from the first to fifth semesters of the secondary vocational education stage, and the sixth semester is the last semester of the secondary vocational education stage. Generally, the training mode of on-the-job internship in enterprises is adopted, and students generally enter the enterprise for on-the-job internship according to their own wishes. However, most students do not attach enough importance to this practical aspect and have not seriously participated in internships with corresponding professional enterprises, resulting in a state of "free range ". This " free range " internship training model has the following problems.

(1)The correlation between on-the-job internships and majors is generally low

Most students' internship units are not mechanical (valve) enterprises, which leads to the failure of on-the-job internships to consolidate the theoretical and practical knowledge of the majors learned in the school, resulting in the abandonment of students' majors during the past six months, which is not conducive to their subsequent professional learning and career development in higher vocational education.

(2)Secondary vocational school students have poor self-discipline ability

The state of "free range" cultivation leads to students with weak self-restraint ability becoming lazy in their thinking, relaxed in their thinking and learning state, and easily influenced by negative social trends. Some students cannot resist the temptation and give up on continuing their studies, leading to a loss of students.

(3)The enterprise training ability for internships is average

Due to the fact that students are currently in the stage of secondary vocational education and entering the stage of higher vocational education, and have not yet truly entered the stage of graduation on-the-job internships, the companies they independently seek have not developed a comprehensive talent training plan for on-the-job internships, resulting in most students becoming the simple labor force required for enterprise employment.

Therefore, the "free range" on-the-job internship training at this stage is not conducive to students' learning in the subsequent two years of higher vocational education, which brings many unfavorable factors and leads to a sharp decline in the quality of talent cultivation.

3.1 Linkages between Capital Flows and Goods Flows

Foreign Direct Investment (FDI) and trade are inseparable and complementary components of the global economy. FDI supports trade activities through the flow of capital and technology, while trade provides sales channels and market opportunities for FDI. Firstly, FDI supports trade activities through the flow of capital and technology. FDI often involves multinational companies investing capital in overseas markets for the construction of production facilities, asset acquisitions, and technological upgrades. These flows of capital and technology support trade activities. Through FDI, companies can increase local production capacity, enhance product quality and competitiveness, thereby increasing the potential for exports. For example, an automobile manufacturer may invest directly in a country to establish advanced production bases and export the produced cars to other countries. This flow of capital and technology not only supports the international expansion of businesses but also promotes the development of trade. Secondly, trade provides sales channels and market opportunities for FDI. Through trade channels, FDI enterprises can sell products and services in different markets globally. This provides businesses with sales channels and market opportunities to better realize returns on their overseas investments. For instance, a retail company can introduce its products into other country markets and sell through trade channels by collaborating with local distributors. This trade provides more sales opportunities and market share, fostering sales growth and market expansion for FDI enterprises. Lastly, trade can offer a certain degree of risk diversification for FDI. Multinational companies can diversify business and market risks by investing directly in multiple countries. When one market faces challenges or recession, other markets may remain stable or have growth potential. Trade provides FDI enterprises with multiple sales channels and market options, reducing reliance on a single market and thus lowering risks.

However, the complementarity of FDI and trade also faces some challenges and obstacles. Government policy instability, trade barriers, as well as political and economic uncertainties can negatively impact the association between FDI and trade. To fully leverage the complementarity of FDI and trade, countries can attract more foreign direct investment by promoting trade liberalization, reducing trade barriers, and providing a stable investment environment. Additionally, strengthening international cooperation and collaborative mechanisms, enhancing the effectiveness of regulations and legal frameworks, also contribute to advancing the interaction between FDI and trade[2].

3.2 Industry Linkages between Direct Investment and Trade

Foreign Direct Investment (FDI) and trade exhibit a close complementary relationship, particularly in terms of industrial linkages. FDI drives the integration and division of labor within the supply chains, while trade promotes the synergistic development among industries across countries. Firstly, FDI facilitates the integration and division of labor within the supply chains. With the acceleration of globalization, companies are increasingly inclined to construct global supply chains to better utilize global resources and reduce production costs. FDI enables multinational corporations to establish production bases and supply chains in different countries, thereby achieving the integration and division of labor within the supply chains. Companies can offshore production in certain stages to investment destinations and export the final products to other markets. For example, a multinational electronics company may outsource production stages to a country in Asia to leverage local inexpensive labor and resources, then transport the produced components and modules back to the headquarters country for final assembly and export. This implementation of FDI promotes the development of global supply chains, enhances production efficiency, and increases profitability through the integration of dispersed production factors. Secondly, trade facilitates the synergistic development among industries across countries. Trade provides opportunities for cross-border communication and cooperation, fostering mutual complementarity and synergistic development among industries in different countries. Through trade, companies can acquire the necessary raw materials, components, and technologies more widely, thereby improving product quality and competitiveness. Meanwhile, trade also offers larger markets and sales opportunities for industries across countries. For instance, an international food company can introduce its products to other country markets through trade channels, expanding sales scale and cooperating with local enterprises for win-win development. This trade cooperation promotes the synergistic development among industries, creating more business opportunities and employment opportunities. The industrial linkages between FDI and trade present both challenges and opportunities. The integration and division of labor within supply chains may result in some countries having relatively lower value-added in certain industries and facing dependence on technology and knowledge. To fully utilize the opportunities brought by FDI and trade, countries should enhance innovation capabilities, cultivate high-skilled talents, and promote the transformation and sharing of technology and knowledge. Additionally, to achieve synergistic development among industries, countries should strengthen cooperation mechanisms, establish stable, transparent, and fair trade environments, and promote trade liberalization and investment facilitation.

3.3 Increased Influence and Control of Transnational Corporations Over Economies

The development of foreign direct investment (FDI) and trade has provided multinational corporations with a significant position in the global economy, but it also brings several challenges. One of these challenges is the increased influence and control of multinational corporations over economies. Firstly, through FDI and trade activities, multinational corporations can generate significant economic impacts within economies. These companies often possess greater capital and technology, enabling them to establish large-scale production facilities and supply chain networks in target countries. Such investment and business activities directly affect the local industrial structure, employment, and market competition. For instance, a multinational manufacturer establishing a massive production base in a country may have a profound impact on the local manufacturing industry, leading to decreased competitiveness and unemployment issues for local enterprises. Furthermore, multinational corporations often possess advanced technologies and patents, allowing them to maintain a competitive advantage in the market competition, further strengthening their influence and control over economies. Secondly, through FDI and trade activities, multinational corporations exert significant control over the supply chains and market channels within economies. They participate in various aspects of the local economy through their products and services, enabling them to play a dominant role in different stages of the supply chain, controlling factors such as product prices, market shares, and sales channels. Simultaneously, multinational corporations enjoy larger market shares and brand influence in the target markets through establishing their sales networks and channels. The enhanced control may lead to a certain dependency on local businesses and economies, placing them in a relatively disadvantaged position in market competition. Moreover, the actions of multinational corporations can also trigger social and environmental issues that have negative impacts on economies. For example, some multinational corporations may excessively exploit natural resources in target countries, causing severe environmental damage. Additionally, they may face issues of responsibility evasion and non-compliance with local laws, further intensifying the social and environmental pressures on economies [3].

To address these challenges, economies can implement a series of policies and measures. Firstly, strengthening regulation and legal frameworks to ensure multinational corporations comply with local laws and regulations and fulfill social responsibilities. Secondly, when establishing FDI and trade partnerships, economies can require multinational corporations to establish cooperative relationships with local businesses, promoting technology transfer and knowledge sharing to enhance the competitiveness of local enterprises. Furthermore, providing a favorable investment environment and policy support can attract more domestic and foreign investors and businesses to enter the economy, fostering greater diversification of competition.

Overall, the development of multinational corporations in FDI and trade enhances their influence and control over economies. This influence and control bring forth challenges including market competition, supply chain control, and social and environmental issues. To address these challenges, economies need to strengthen regulation and legal frameworks, provide a favorable investment environment, encourage cooperation and technology transfer, in order to achieve sustainable economic development and social welfare.

3.4 Protectionist Tendencies Leading to Strengthened Barriers to Trade and Investment

One of the challenges between foreign direct investment (FDI) and trade is the strengthening of trade and investment barriers due to protectionist tendencies. Protectionism refers to various measures taken by a country or region to restrict foreign products from entering its market and displaying a conservative policy inclination towards attracting foreign direct investment. This protectionist tendency has negative effects on international trade and FDI, and poses a series of challenges to the global economy. Firstly, protectionist measures hinder trade liberalization. Trade liberalization is a crucial factor in promoting the development of international trade and global economic growth. However, some countries or regions have implemented various trade barriers such as raising tariffs, imposing quota restrictions, and adopting non-tariff barriers, for reasons such as protecting domestic industries, employment, and domestic market security. These trade barriers restrict the import and export capabilities of multinational corporations, resulting in increased trade costs and limited market access, thereby weakening the vitality and benefits of international trade. Secondly, the strengthening of protectionist tendencies also poses a threat to multinational FDI. Multinational FDI is an important way to facilitate the global flow of technology and capital, promoting economic growth and optimizing the economic structure. However, some countries or regions have adopted measures to restrict FDI, such as stricter industry access restrictions, reviewing foreign investment, or increasing taxation and regulatory limitations on foreign-funded enterprises. These measures not only affect the investment decisions of foreign businesses but also create hesitation and concerns for multinational corporations when choosing investment targets, reducing the flow and benefits of global FDI. Furthermore, the reinforcement of protectionism can also trigger trade disputes and tensions. When a country

adopts protectionist measures to hinder the products and investments from other countries, the affected countries often take retaliatory measures, leading to intensified confrontational trade and investment disputes. This tense situation can create strained international relations, undermine market confidence, and hinder the stability and development of the global economy.

To address the challenges of protectionism, the international community needs to enhance cooperation and communication, and maintain a liberal and open trade and investment environment. Countries can establish and strengthen trade rules and cooperation mechanisms through multilateral mechanisms such as the World Trade Organization (WTO), to promote the liberalization and fair competition of global trade. At the same time, countries should also strengthen economic cooperation and regional integration processes, promote trade and investment liberalization, reduce trade barriers, and foster mutually beneficial economic outcomes [4].

4. PROPOSED PRE-EMPLOYMENT EXPERIENTIAL TRAINING PROGRAM

I propose the development of an experiential training program for future Chinese teachers' employment skills. This program will be designed in conjunction with the results of future teacher employment skills assessments, with the aim of enhancing the employability of China's future educators. The program's training content will revolve around crucial workplace skills, such as practice teaching, communication, coordination, teamwork, leadership, and reflective analysis.

To ensure the success of this initiative, funding will be secured. A professional guidance team will be assembled, and specialized training equipment will be procured. Role-playing experiential training methods will be employed during the training sessions. After the training, participants will provide feedback, which will be used to refine the program continually. This iterative process aims to enhance the effectiveness of the training and, consequently, the participants' employability.

Ultimately, this training program seeks to empower future Chinese teachers with improved collective employability skills. It aims to boost their confidence in facing the challenges of the workplace, thus enhancing their competitiveness in the job market.

4.1 Build a Unified and Standardized Big Data Processing Platform and Enter the Era of Rural Revitalization Cloud Audit

The comprehensive use of block-chain, cloud computing, database and other technologies gives priority to the realization of village-to-village communication on the data platform, making audit data easy to obtain. Using the advantages of block-chain to make the use of rural financial funds transparent, ensure the authenticity and reliability of audit data, strengthen the supervision of corruption, capital misappropriation and other phenomena, and seize the irreversible characteristics of block-chain to meet the needs of post-audit to pre-audit and in- process audit. Using the advantages of cloud computing, the rural data can be obtained remotely, which can greatly reduce the cost of the audit process; taking advantage of the advantages of big data, it is no longer limited to sampling audit and direct contact, and large-scale acquisition and visual analysis of rural data in batches to meet the requirements of full audit coverage.

On the basis of AO system, Golden Audit Phase III, audit communication and other technologies, and the existing commercial audit business auxiliary software such as Kingdee audit, risk control treasure and Dingxinnuo in the market, it breaks through its limitations, combines the advantages of 3S technology, SQL Sever database, Python and graph database, and constructs a unified, real-time and free audit data processing platform to realize effective data mining and machine learning. After striving to implement the unified management of audit institutions below the provincial level, we can build a cloud audit platform with provincial audit institutions as units, realize the sharing of software and hardware resources and services of audit institutions at the provincial, municipal and county levels, avoid duplication of construction, and save the overall construction cost [2]. Make the rural revitalization audit quickly enter the era of cloud audit.

4.2 Cultivate Comprehensive Audit Talents and Build a Rural Audit Professional Team

In view of the low level of professional knowledge of rural auditors, regular professional training and assessment should be carried out for rural current auditors. At the same time, according to different types of business practice, different learning groups should be set up to build a learning and communication platform. Aiming at the problem

of low informatization level of rural audit, on the basis of building a good big data processing platform, we should strengthen the training of computer use ability of rural auditors, as well as the training of data mining and analysis ability of audit talents in colleges and universities, so as to provide a reserve force for rural revitalization big data audit. Encourage comprehensive audit talents in colleges and universities to assist rural audit undertakings, establish special funds for the construction of rural audit talents, and give comprehensive audit talents certain material and spiritual support.

5. CONCLUSION

From the perspective of Developmental psychology of preschool education, children's physical and mental development is characterized by stages and imbalance. Due to different innate intelligence factors and personality characteristics, different individuals will show different characteristics due to the influence of different acquired factors. These differences are often an important basis for the later development imbalance of preschool children. Therefore, in the preschool period of children's development, teachers should continue to pay attention to changes in children's language communication ability, physical coordination ability, etc., connect with children's actual growth status, and carry out targeted quality education. Teachers should grasp this teaching pattern and carry out preschool education activities at appropriate times and places to maximize students' learning efficiency. In this era of immense employment pressure, China's aspiring teachers will encounter a rising tide of workplace challenges. Our research findings underscore the pressing need for future teachers in China to access platforms and mentors that can assist them in enhancing their general employability skills prior to entering the job market. Such preparation is crucial for helping them acclimate to the demands of the workplace and confidently confront their impending careers. Building upon the insights garnered from our survey, we have formulated an experiential pre-employment training program tailored for future teachers in China. This program is designed to empower future Chinese educators by equipping them with the necessary skills and confidence to navigate the competitive landscape of job hunting and excel in their workplaces.

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