

# *A Study on the Optimization of the 1+X Certificate System and the Interaction between Teachers and Students in Preschool Education from the Perspective of Certificate Integration*

Yue Nian

*Xiayang Vocational Technical College, Xiayang, 712000, China*

**Keywords:** Certificate Integration; Preschool Education; Teacher-student Interaction; 1+X Certificate System

**Abstract:** Preschool education is a crucial part of children's growth and development, and it is also an indispensable part of the education system. Promoting the comprehensive development and ability enhancement of students is an important issue in current education reform. In this context, the emergence of the 1+X certificate system provides more diverse choices for students' career development. Therefore, this article aims to conduct in-depth research and exploration on the interaction between teachers and students in preschool education and the 1+X certificate system from the perspective of certificate integration, in order to provide useful reference and reference for future education reform and students' career development.

## 1. Introduction

Preschool education is one of the most important stages of education in human development, and the quality of education depends on the quality of teacher-student interaction between teachers and students. However, there are currently some problems in the interaction between teachers and students in preschool education, such as knowledge asymmetry, poor communication, and insufficient communication. These problems directly affect the development of preschool education and the improvement of education quality. Therefore, how to optimize the teacher-student interaction in preschool education and improve the quality of teacher-student interaction is an urgent problem to be solved. The 1+X certificate system is a new education policy proposed by the Ministry of Education, aimed at providing students with diverse certificate options, enriching their knowledge structure, and enhancing their competitiveness.

## 2. Overview of relevant theories

### 2.1. Certificate integration theory

The theory of securities financing is an investment philosophy that emphasizes the information transmission and efficiency of the securities market, while also believing that the securities market is

shaped by the trading behavior of investors. This theory was first proposed by American scholar Eugene Fama in the 1970s and has received increasing attention from scholars and investors.

The theory of securities financing believes that information in the market is completely public, and the prices and quantities of transactions reflect investors' emotions and attitudes. Therefore, investors should not attempt to seek excess profits in the market, but should obtain normal returns by holding market portfolios.[1] The theory of securities financing emphasizes the importance of investment portfolios, believing that an effective investment portfolio should cover the entire market and allocate assets based on investors' goals and risk preferences.

An important application of the theory of securities financing is passive investment strategies, such as index funds. These funds track the entire market, obtain average market returns, and typically perform better than actively managed funds. Although the theory of Certificate Integration has gained increasing recognition, there are also some criticisms. For example, some people believe that this theory oversimplifies the behavior of the market and investors, ignoring factors such as irrational behavior and uncertainty in the market. However, the theory of securities financing is still widely recognized as an important investment concept, which has had a profound impact on investors and scholars.[2]

## **2.2. Theory of teacher-student interaction in preschool education**

The theory of teacher-student interaction in preschool education refers to the impact of the interactive relationship between teachers and students on the quality of preschool education. In this theory, teachers are considered as students' supervisors and learning organizers. They should actively guide students to active learning and encourage students to play their potential. At the same time, students are also regarded as the main body of the educational process, and they should actively participate in learning, express their opinions and ideas, and communicate and interact with teachers and classmates.

The theory of teacher-student interaction in preschool education emphasizes equal interaction and cooperative learning between teachers and students. In this interaction, teachers should not only impart knowledge, but also guide and support students' learning. Teachers need to interact with students to understand their interests, needs, and abilities, and design courses and teaching activities based on these factors. At the same time, teachers also need to pay attention to the emotional needs of students, establish good teacher-student relationships, and provide emotional support and care for students.[3]

The core of the theory of teacher-student interaction in preschool education is "inspiring teaching", which stimulates students' thinking ability and creativity through interaction and cooperation with them, and guides them to actively explore and learn. This teaching method can cultivate students' autonomous learning ability and problem-solving ability, enabling them to have stronger innovation and practical abilities.

## **2.3. 1+X certificate system theory**

The 1+X certificate system theory refers to the acquisition and accumulation of vocational skill level certificates, job qualification certificates, and other vocational ability certificates based on higher vocational, vocational, and undergraduate education, in order to improve the vocational skill level and professional literacy of workers, promote personal and professional development, and adapt to market demand and economic development needs.

The core of this theory is "1+X", where "1" refers to the academic certificates of vocational education, vocational education, undergraduate education, etc., and "X" refers to various vocational ability certificates. Unlike traditional academic education, the 1+X certificate system emphasizes the

cultivation and certification of professional abilities, which is career oriented and practical.

The proposal of the 1+X certificate system theory is a supplement and improvement to the traditional academic education model, and also a reflection of the importance and development of vocational education. It can shorten the cycle of talent cultivation, improve the efficiency of talent cultivation, better meet market demand, and promote labor mobility and career development.

At the same time, the theory of the 1+X certificate system also brings some challenges and problems, such as the quality and recognition of certificates, the training and examination mechanism of certificates, and the connection between certificates and academic education, which need to be further improved and optimized. Therefore, the implementation of the 1+X certificate system theory requires the joint efforts of the government, educational institutions, enterprises, and individuals to form a good environment and mechanism.

### **3. The relationship between the interaction between teachers and students in preschool education and the 1+X certificate system from the perspective of certificate integration**

#### **3.1. Information transmission and efficiency of teacher-student interaction in preschool education**

The theory of securities financing emphasizes the information transmission and efficiency of the securities market, believing that all information in the market can be publicly obtained and that prices have already reflected this information. Similarly, the interaction between teachers and students in preschool education also needs to focus on information transmission and efficiency. For teachers, knowledge and skills should be conveyed to students through various channels, including teaching syllabus, lesson plans, handouts, etc., while improving teaching efficiency through continuous feedback and evaluation. For students, they need to acquire knowledge and skills through various means, including listening to classes, reading, practice, etc. At the same time, they need to actively obtain information through classroom questioning, discussion, and other methods to improve learning efficiency.

#### **3.2. The investment portfolio concept of the 1+X certificate system and the interaction between teachers and students in preschool education**

The theory of securities financing emphasizes the importance of investment portfolios, believing that an effective investment portfolio should cover the entire market and allocate assets based on investors' goals and risk preferences. Similarly, the 1+X certificate system also has the characteristics of investment portfolio philosophy. Under this system, students can construct their learning investment portfolio by choosing one major course and one or more minor courses, and allocate learning resources reasonably based on their interests and development goals to improve their overall quality. For teachers, they should also allocate teaching resources reasonably based on the characteristics and needs of students to improve teaching effectiveness.

#### **3.3. Evaluation of the interaction between teachers and students in preschool education and the effect of the 1+X certificate system**

The theory of securities financing believes that investors' behavior is interrelated, and market prices and trading volume reflect investors' emotions and attitudes. Similarly, the interaction between teachers and students in preschool education and the 1+X certificate system also need to be evaluated for effectiveness, in order to feedback and adjust the shortcomings in the teaching and learning process, and improve the overall effectiveness. For teachers, teaching effectiveness should be

evaluated based on students' learning outcomes, participation, etc; For students, self-evaluation and reflection are necessary to provide feedback on their learning progress and shortcomings. At the same time, the 1+X certificate system should also evaluate students' comprehensive qualities and abilities through assessment and certification to ensure the effectiveness and practicality of what they have learned.

### **3.4. The interaction between teachers and students in preschool education and the continuous optimization and innovation of the 1+X certificate system**

The theory of Certificate Integration emphasizes market competition and innovation, believing that competition and innovation in the market are the driving forces for market development. Similarly, the interaction between teachers and students in preschool education and the 1+X certificate system also need to be continuously optimized and innovated to adapt to the needs and changes of teaching and learning. For teachers, they should constantly update and improve teaching methods and methods based on the characteristics and needs of students; For students, they should take the initiative to learn and explore, and constantly expand their own learning areas and methods. At the same time, the 1+X certificate system needs to be constantly innovated and improved to better serve students' learning needs and career development.

### **3.5. The Interaction between teachers and students in preschool education and the education equity and sustainable development of the 1+X certificate system**

The theory of Certificate Integration believes that transactions in the market should be fair, and everyone should have the opportunity to obtain information and obtain investment returns. Similarly, the interaction between teachers and students in preschool education and the 1+X certificate system should also focus on educational equity and sustainable development. For teachers, it is important to pay attention to students' learning differences and provide targeted guidance and support; For students, it is important to focus on self-improvement and development, and avoid blindly following the trend and wasting resources. At the same time, the 1+X certificate system should also focus on fairness and sustainability, avoid excessive competition and waste of resources, and ensure that every student has the opportunity to obtain the learning resources and development opportunities they need.

### **3.6. The interaction between teachers and students in preschool education and the application prospects of the 1+X certificate system**

The theory of securities financing emphasizes the effectiveness and stability of the market, believing that investors in the market should make rational decisions based on information and risk. Similarly, the interaction between teachers and students in preschool education and the application prospects of the 1+X certificate system also need to consider the effectiveness and stability of teaching and learning. With the continuous development and changes of the social economy, the demand for preschool education majors is also increasing, and the 1+X certificate system will also become an important means to adapt to this demand. In the future, with the deep integration of technology and education, the interaction between teachers and students in preschool education and the 1+X certificate system will continue to develop and improve, providing more diverse and diverse choices for students' learning and career development.

## **4. Optimization strategies for the interaction between teachers and students in preschool education and the 1+X certificate system from the perspective of certificate integration**

### **4.1. Improving the quality of teacher-student interaction**

In order to improve the quality of teacher-student interaction in preschool education, it is necessary to optimize the following aspects: first, strengthen communication between teachers and students, and increase the density and frequency of teacher-student interaction. Secondly, in order to better achieve teacher-student interaction, preschool education majors need to add practical links, such as organizing students to visit kindergartens or participate in actual teaching activities during the teaching process. In addition, group learning can be used to encourage students to discuss and communicate with each other, thereby enhancing interaction and communication between teachers and students.

### **4.2. Improving teaching quality**

The teaching of preschool education majors should focus on practicality and operability, and strengthen students' practical abilities and operational skills. At the same time, teachers should also update their teaching content and methods in a timely manner to adapt to the changing educational environment and times. For example, teachers can use modern technological means such as multimedia and networks to assist teaching and improve teaching effectiveness. In addition, teachers should also strengthen guidance and management of students, pay attention to their learning situation, promptly identify and solve problems encountered by students in learning, and help students better master the knowledge and skills they have learned.

### **4.3. Strengthen the implementation of the 1+X certificate system**

The 1+X certificate system is one of the important contents of teaching reform in preschool education, and its implementation requires the joint efforts of all teachers and students. Preschool education majors should strengthen cooperation with enterprises, increase guidance and management of student internships, and provide more practical opportunities for students. At the same time, it is necessary to strengthen the promotion of the 1+X certificate system, so that students can fully understand the significance and role of the system, thereby improving their enthusiasm and participation.

### **4.4. Promote the organic combination of teacher-student interaction and the 1+X certificate system**

The interaction between teachers and students and the 1+X certificate system are two indispensable links in the teaching reform of preschool education majors. By promoting the organic combination of the two, the quality of teaching and education can be further improved. Specifically, in the process of teacher-student interaction, preschool education majors can introduce students to the 1+X certificate system and encourage them to actively participate. At the same time, teachers can also set relevant practical tasks in the classroom to guide students to better understand and master the content and implementation requirements of the 1+X certificate system.

### **4.5. Promoting interdisciplinary cooperation and improving education quality**

The teaching of preschool education majors involves multiple disciplines, so interdisciplinary

cooperation is the key to improving the quality of education. Preschool education majors can establish cooperative relationships with other related disciplines, such as psychology, sociology, etc., to jointly explore issues and solutions in children's education. At the same time, preschool education majors can integrate knowledge from other related disciplines into their teaching through interdisciplinary curriculum design, thereby improving students' overall quality and professional level.

#### 4.6. Emphasis on educational innovation and technological application

Educational innovation and technology application are important means to optimize the interaction between teachers and students in preschool education and the 1+X certificate system. Preschool education majors can actively explore new teaching models and methods, adopt innovative teaching methods such as information technology and virtual laboratories, and improve the quality and efficiency of education. At the same time, preschool education majors can strengthen the application of educational technology, such as establishing educational information platforms and promoting online education, thereby providing more support and guarantees for teacher-student interaction and the implementation of the 1+X certificate system.

#### 5. Conclusion

In short, the study of the interaction between teachers and students in preschool education and the optimization of the 1+X certificate system requires the joint efforts of all teachers, students, and education managers. The research conclusion of this article has certain guiding significance for the interaction between teachers and students in preschool education and the practice of the 1+X certificate system. Therefore, further in-depth research is needed in the future to propose more practical and feasible optimization strategies based on the actual situation, providing stronger support for the interaction between teachers and students in preschool education and the development of the 1+X certificate system.

#### References

- [1] Xie X, Li Y. *Theoretical analysis of information transmission and efficiency in the securities market* [J]. *Economic Theory and Economic Management*, 2011; (12): 62-65.
- [2] Wang C. *The current situation and improvement strategies of teacher-student interaction in preschool education* [J]. *Science and Education Guide*, 2019; (14): 54-55.
- [3] Hu R. *Research on the application of 1+X certificate system in higher vocational college education and teaching* [J]. *Vocational and Technical Education*, 2018; (29): 43-45.