

Jurisprudence Practice Teaching from the Perspective of Outstanding Legal Talents

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Abstract: In recent years, although China's higher law education has developed rapidly and achieved remarkable results, it has trained a large number of legal talents for the country, but it still cannot meet the needs of the socialist legal modernization and the development of the socialist market economy. The implementation of the education plan for outstanding legal talents has provided new opportunities for the development of legal education and the cultivation of legal talents. In order to better implement the plan of training excellent legal talents, local colleges and universities should strengthen legal education, improve the practical ability of students, and cultivate application-oriented talents with legal application ability. Therefore, it is necessary to reexamine the existing teaching work of jurisprudence, improve it from the compilation of teaching materials, the construction of teaching platform, the clarification and orientation of teaching contents, the exploration of teaching methods and other aspects, so as to improve the teaching level of jurisprudence buying practice, so as to ensure the smooth implementation of the training plan for outstanding legal talents.

1. Introduction

Although China has become a big country of law higher education, it is big but not strong, and many are not sophisticated. Law undergraduates generally lack innovation and practicality, and the lack of “excellence” of law undergraduate professionals is what legal colleges and universities face in the face of criticism from all sectors of society. One of the main reasons [1]. As an important part of the modernization of the rule of law in the country, law education in colleges and universities still has many imperfections. The realistic question before us at this point in time is: How should the relationship between jurisprudence and the cultivation of outstanding legal talents be different from the application of law as the basic theory of law? Practicality is the basic spirit and style of legal education. Vitality is rooted in practicality [2]. Legal education originates from practice and must ultimately be attributed to practice. Practice provides natural and superior materials for legal education and is the most effective means to improve the effectiveness of legal teaching [3].

The training of outstanding legal talents needs to be achieved through practical teaching. Practical teaching is a supplement and continuation of theoretical teaching. It can organize, plan, and purposefully guide university students to participate in the real case legal operation process in order to improve students' professional ability and innovation ability [4]. In the context of the country's advocacy for the training of outstanding legal talents, law teaching reforms and innovations in various disciplines have been launched. The teaching reform of administrative law, which is the core curriculum of law, plays an important role. Based on this, the teaching content of jurisprudence should also keep pace with the times, especially in the new era of China's full implementation of the rule of law, the teaching content of jurisprudence should adapt to the requirements of the cultivation of outstanding legal talents, constantly optimize and integrate, and keep pace with the development of the times [5].

2. The Relationship between the Cultivation of Excellent Legal Talents and the Practical Teaching of Jurisprudence

What should be clear is that outstanding legal talents are not simply equal to those with strong

legal practical skills. It is an all-round concept that requires legal personnel to have systematic and profound legal theoretical foundation. Only by mastering systematic theories can we talk about the skillful application of laws. Therefore, to improve the teaching level of jurisprudence, especially the practical teaching level, is the proper meaning to cultivate outstanding legal talents. Jurisprudence basically follows the traditional teaching methods and means, and the level of practical teaching stands still and stagnates far from meeting the requirements of training outstanding legal talents. Therefore, we should correctly understand the relationship between excellent legal talents and jurisprudence teaching so as to cultivate excellent legal talents [6]. From the perspective of legal education content, talent training mode can be divided into academic talent training mode and application talent training mode. According to the comparative analysis of these two talent training modes, it can be concluded that they have their own characteristics in the production background, training objectives, training process and management mode, as shown in table 1.

Table 1 Comparison of The Training Mode of Academic Talents and the Training Mode of Applied Talents

condition	Academic Talent Training Model	Applied Talent Training Model
Background	From the medieval university	The product of the modern new technology revolution and the integration of universities and enterprises
Training objectives	Cultivate research and academic talents	Cultivate practical, application-oriented, focus on the overall optimization of knowledge, ability, and quality
Training process	Emphasis on teaching, pure scientific research	Combined with practice and linked to career needs
Management style	Unilateral management of schools	School and enterprise cooperation management

2.1 The Connotation of Training Excellent Legal Talents and the Role of Practical Teaching

Law is not only an accumulation of experience, but also a rationality of technology. Law is an applied and compound discipline, which is determined by its profound practicality. The knowledge system of law is also highly professional. The core concern of legal education is its application. Of course, this kind of concern is not a simple “professional” training, but to deepen the legal thinking ability on the basis of formal academic training, while paying attention to its professional training. Outstanding legal talents, while highlighting their “outstanding” professionalism, place more emphasis on the differences from traditional legal talents, namely “applied” and “compound”. Practice teaching is the deepening of theoretical teaching [7]. Practice teaching enables students to participate in the exercise of affairs, provides students with the space for autonomous learning, gives full play to the main role of students, enables students to discover problems in practice and learn theoretical knowledge with problems, not only stimulates students' interest in learning, but also improves students' ability to analyze and solve problems, thus realizing both theoretical and practical gains. Practice teaching is also helpful to cultivate legal thinking ability. Practical teaching is helpful for the cultivation and exercise of students' creative thinking and ability, so that students can master legal methods, use them to see the world, so as to respond to new problems and situations in society, and stimulate students' interest in solving problems independently.

2.2 The Current Situation and Causes of the Practical Teaching of Jurisprudence

With the development and improvement of China's socialist market economy and the popularization of higher education, universities are enlarging enrollment year by year. As a law major that occupies a pivotal position in higher education, it has naturally become an important specialty in the popularization of higher education. However, the rapid increase in the number of

law majors has lowered the barriers to entry, which has also brought many problems: it is difficult for teachers to control the quality of the students, and the quality of the students is uneven, so the students will naturally face many practical problems. At present, the practice teaching problems of law undergraduates in China are constantly highlighted. At this stage, the practice teaching system is far from meeting the requirements for achieving the training goals of outstanding legal talents. First of all, the teaching of jurisprudence in most colleges and universities is basically based on lectures. The so-called case analysis seminars are generally reduced to teachers' self-talk and poor student interaction [8]. The teaching design is unreasonable. At present, the design of the law practice curriculum is in a loose state, and the practice teaching is concentrated in the classroom, such as case study and mock court. The cases discussed are often those with clear judgment results. No original case can stimulate students' thinking and interest. The performance of the mock court is outstanding, and the students' comprehensive ability cannot be effectively exercised. The above-mentioned teaching mode is caused by many reasons: the statutory law tradition, the popular legal education orientation, and the teaching method of large class system. The "case teaching method" is destined to be an imported one in our country. Secondly, most practical teaching platforms are limited in function and slow in operation. They are mainly applied to departmental jurisprudence of law. The funding source of legal clinic education is insufficient, which is in sharp contradiction with the traditional teaching mode. It has not been integrated into the mainstream education system of our country, so it is difficult to obtain the support of school education funding. In the process of development, it will face pressure from all sides, and it is difficult to get the understanding of the society. Even in some law schools with higher education level, the courses are mainly applied law, such as procedural law, civil law, criminal law and so on. It is difficult for theoretical law to occupy a place.

2.3 Basic Requirements for the Training of Excellent Legal Talents on the Optimization of Jurisprudence Teaching Content

The implementation of the strategy of running the country by law in an all-round way requires the cultivation of outstanding legal talents to meet the requirements of the development of the times. As an entry-level course of law major, jurisprudence should guide students to shift from the perceptual preference of law to the understanding of rational love. Most of the students who apply for law major come from the preference for law, but this is the perceptual judgment under the lack of accurate understanding of law. Excellent legal talents should have profound theoretical foundation and systematic knowledge structure, all of which should start from jurisprudence to cultivate students' interest in law, and then to raise good professional ethics is an important standard for excellent legal talents, and also the teaching content that jurisprudence teaching always strengthens. The teaching content of jurisprudence involves almost all fields of law, including the cognition of history and the reflection of reality. Ascend to a rational understanding of law, and then form legal belief. Excellent legal talents must believe in the law and advocate the rule of law, and this quality is the result of continuous deepening in the study of departmental law through the study of jurisprudence [9]. For this reason, it is necessary to make the follow-up departmental law course play a role in shaping composite and applied excellent legal talents. The role of jurisprudence in strengthening professional ethics cannot be ignored. The primary quality of outstanding legal personnel is the professionalism of knowledge, which stems from professional learning methods and thinking habits. One of the most important teaching contents of jurisprudence is the teaching of jurisprudence methods. Jurisprudence methods include not only jurisprudence research methods, but also legal practice techniques and skills commonly referred to as legal methods. Outstanding legal talents must have broad vision, divergent thinking and systematic knowledge, not only understand the theoretical frontier of law and the trend of legal construction, but also be familiar with China's laws and related policies. The cultivation of outstanding legal talents is a gradual process. Jurisprudence is not only the basis of this process, but also accompanies the whole growth process of students, making them deepen, systematize and practice their professional knowledge and skills. The optimization of jurisprudence teaching content is a process of fully exploiting and

exerting the theoretical value and practical value of jurisprudence.

3. The Means of Training Outstanding Legal Talents in the Practical Teaching of Jurisprudence

3.1 Reform the Traditional Classroom Teaching Method, Supplemented by Case Teaching Method

The traditional classroom teaching method is a common and necessary method for law teaching. It is characterized by teacher lectures and student listening. There is no formal dialogue or discussion between teachers and students, and there is little communication and exchange. With the overall situation of society's demand for legal talents and the basic requirements of legal education reform, this traditional law classroom teaching method gradually exposes many deficiencies and limitations: it overemphasizes the unilateral preaching and indoctrination of teachers' knowledge and principles of law. However, the subject status of students' learning has not been really established; it pays too much attention to the interpretation of laws and theories, but ignores the teaching and cultivation of law methods to students, and it neglects to provide students with comprehensive and scientific legal science training. Case teaching method can help students develop their intelligence and ability by guiding students to analyze and study cases, vividly and vividly explaining legal content and profoundly revealing its legal connotation. Case teaching is a kind of heuristic teaching process that combines theory with practice, and has incomparable advantages over traditional law teaching. Although it is rooted in the legal and cultural background of case law countries, it has its own unique points in training students' legal thinking and cultivating the ability of practical analysis, which is worth our reference. When carrying out case teaching, we should pay attention to step-by-step, from shallow to deep, from simple to complex, pay attention to mobilizing the initiative of students, and avoid the case teaching staying on the level of case analysis by teachers themselves.

3.2 Setting Up Reasonable Practical Teaching Courses

The design of practical teaching should be the specific work to guide students to understand law major and legal profession. Optimizing the course content to focus on teaching content and students' autonomous learning content does not distinguish between the focus of knowledge or not, but emphasizes which knowledge is suitable for teaching and which knowledge is suitable for students' independent learning. The construction of specialized jurisprudence practice teaching platforms is a powerful guarantee to improve the teaching effect of jurisprudence, which helps students on these platforms to conduct extensive exchanges and discussions on legal phenomena so as to facilitate legal analysis and thinking from multiple perspectives and in multiple fields, to build a bridge between theoretical jurisprudence and practical jurisprudence, and to open up a second classroom for students to learn jurisprudence. Teachers and teaching infrastructure are the core of higher education. If we want to achieve the goal of training outstanding legal talents as soon as possible, we must have an excellent teaching team, a set of reasonable teaching methods and a series of high-standard teaching facilities. At present, an important problem facing the cultivation of outstanding legal talents in our country is the serious disconnection between theoretical teaching and practical teaching, which makes it difficult for students to deepen their understanding of theoretical knowledge in practice and to apply theoretical knowledge in practice. Students cannot simply "talk about the matter" but can use relevant knowledge to conduct a comprehensive analysis, which requires teachers to construct the correlation between knowledge and realize the integration of teaching content for students in teaching activities. Therefore, it is necessary to strengthen the practice teaching in higher law education. First of all, it is necessary to plan the practice courses and set the corresponding credits. Through the top-level design, teachers and students should pay more attention to legal practice, so as to improve their practical ability. Finally, the classroom and practice must be combined to integrate theoretical knowledge with practical work.

3.3 Setting Up a Scientific Practice Teaching Assessment System

The assessment of practical teaching should be different from that of general education. On the one hand, the assessment of students should not only be limited to the assessment of the results of classroom practice, but also involve the mastery of theoretical knowledge, practical operation ability and comprehensive quality of students. Multi form and multi-faceted assessment, with different aspects decentralized and re assessed, the practice instructor should do a good job of “tracking” the students' learning process. On the other hand, the effectiveness of practical curriculum design is evaluated. Make up the loopholes of practical curriculum design in time. For the reform of students' assessment mode, we should further achieve the quantification of assessment standards, highlight its operability, and improve its applicability, practicality and effectiveness. It is suggested to further refine the education background, degree and professional direction, so as to objectively and fairly evaluate a student, so that the employer can have a reference choice. The reform of the assessment model for teachers: first, increase encouraging measures to encourage front-line teachers to carry out teaching research, so as to enrich the teaching content; Secondly, referring to the student assessment model, the assessment criteria are further refined to make teachers' work performance, workload clarity and scientific research evaluation mechanism concrete.

4. Conclusion

The training of outstanding legal talents provides an opportunity for jurisprudence teaching, and also puts forward higher requirements for jurisprudence teaching. Combining case teaching and simulated court teaching can fully mobilize learning consciousness and turn passive into active, meanwhile, free students from abstract thinking, cultivate their specific thinking and critical thinking, and stimulate the flexibility of law learning. Outstanding legal talents carry innovative legal talent training models to further promote legal education innovation, legal theory innovation, rule of law practice innovation, and the establishment and improvement of the socialist legal system and rule of law with Chinese characteristics. Therefore, how to improve the level of practical teaching of jurisprudence and how to integrate the teaching of jurisprudence into the training of outstanding legal talents is worth thinking and continuous attention of colleagues in the academic circle.

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