

Research on Problems and Countermeasures of Classroom Teaching in Civil and Commercial Law

—From the perspective of teaching effectiveness

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Abstract: Teaching effectiveness is centered on student development, emphasizing diversified teaching methods, advocating scientific teaching methods, and teaching objectives as the key to teaching activities. This teaching concept has been proposed and gradually improved in recent years, and it has positive significance for improving the classroom atmosphere and cultivating comprehensive quality talents. Based on this, this paper takes the classroom teaching of civil and commercial law as the starting point, first analyzes the basic concept of teaching effectiveness and fever, then explores the problems of classroom teaching in civil and commercial law. Finally, it puts forward the improvement measures of civil and commercial law classroom teaching based on teaching effectiveness. In this way, it provides a certain reference for the related research of civil law classroom teaching.

1. Teaching effectiveness

Teaching is also a scientific activity because it not only has a disciplinary basis, but also emphasizes scientific research methods. Formally based on people's recognition of this point of view, it puts forward the concept of teaching effectiveness, requiring teaching to follow the rules of education and unify teaching and learning. Teaching effectiveness is the standard for measuring teaching activities, and all teaching activities that promote talent training can become effective teaching. The lack of benefit in the so-called teaching does not mean that teachers fail to effectively teach teaching content or students have poor academic performance, mainly because teaching activities fail to effectively promote student development.

Effective teaching emphasizes the progress and development of students. It also points out that teaching activities need to meet the educational needs of society and specific individuals. This is also the connotation of effective teaching. To a certain extent, there is a certain difference between the quality of teaching and the effectiveness of teaching. The quality of teaching emphasizes the status of teachers in teaching, which also reflects the disadvantages of traditional education in China. The effectiveness of teaching broadens the connotation of teaching quality, pays more attention to the subject status of students, tends to cultivate students' interest and satisfy the desire to seek knowledge, which has positive significance for cultivating students' comprehensive quality.

2. Problems in classroom teaching of civil and commercial law

2.1 Student issues

The main problems of students in civil and commercial law are as follows:

(1) The attendance rate is low. At present, the attendance rate of my civil law school class is low, and there are even late and early leave. In many cases, most of the students go to the classroom because of the pressure of the teacher's name. Therefore, the teacher can explain the patient's effect no

matter how patiently. It will also be greatly discounted and cannot be guaranteed. Moreover, in the current undergraduate civil and commercial law class, it is not uncommon for students to sleep and play mobile phones, and few teachers specialize in maintaining classroom order, which effectively reduces the effectiveness of teaching.

(2) The employment situation is not satisfactory. For most civil and commercial law students, to continue to advance in the professional field, you need to pass the national judicial examination. However, from a specific point of view, the proportion of civil and commercial law students passing the judicial examination is not even as good as that of illegal students. This is because the judicial examination is more difficult, and the examination mode is also based on cases. Whether it is subjective or objective, it emphasizes the ability of students to solve problems using legal thinking. However, current classroom teaching cannot meet the needs of this test mode. In addition, many civil servants also introduced the law into the examination, which continued the model of the judicial examination, which led to the failure of students of civil and commercial law to pass the examination effectively. From the overall situation, the employment situation of civil and commercial law students after graduation is not ideal, which has a direct relationship with the validity of classroom teaching, which has affected the long-term development of students.

(3) Students have poor research and practice skills. Civil and commercial law is a social discipline, so it emphasizes the research ability and practical ability of students. However, at the undergraduate teaching stage of civil and commercial law, the students' ability is mainly reflected in the graduation thesis, and the corresponding practical arrangements are less. Therefore, students' ability to use theory to solve practical problems is poor. Many internship units are not reliable with the legal knowledge of reaction intern students, and the case analysis ability is worrying.

2.2 Teacher issues

In teaching activities, teachers play an extremely important role. It needs to guide students to answer students' doubts. However, in the current civil and commercial law teaching activities, teachers also have many problems, mainly as follows:

(1) Teaching methods are single. The teaching of civil and commercial law classrooms has always followed the more traditional education system, paying attention to the teaching of teachers, and focusing on legal concepts. In the classroom, the teacher tells the majority of the time, and the students passively listen and learn. However, the civil and commercial law is a very practical substantive law. The simple teaching of theory and principle does not allow students to understand the key issues. There is less connection between theory and practice, and students have vague cognition in their thinking.

(2) Teachers have poor teaching ability. At present, in the teaching classroom of Chinese civil law, many teachers have poor teaching ability and even have problems with teachers. The main manifestations are that the attitude of the class is not serious, the communication with the students is less, and the ability to prepare lessons and express is also poor. Most of them are based on the textbook, and it is impossible to explain the legal content in a simple way, which also reduces the effectiveness of teaching to a certain extent.

(3) Teachers and students have less communication. Since most of the people's livelihood law classes use the traditional teaching mode, teachers occupy a dominant position and generally communicate less with students. Many teachers only pay attention to the lectures, while the students are single to take lectures and take notes, and class discussions are ignored. These problems have led teachers to not understand the specific level of mastery of the students, nor to explain the problems in a targeted manner. The overall participation of the students in the classroom is lower, and the effectiveness of teaching is lower.

2.3 School issues

In addition to the problems of teachers and students, there are certain irrationalities in the school, as follows:

(1) The course setting is unreasonable. The current civil and commercial law courses have more

repetitive content, but they ignore the most valuable practical content. For example, in the lesson, the basic concepts such as repetitions appear in this book, and there is no such feature. In particular, in terms of legal classification, in many cases there is a repetition or a gap, so that students often do not know where to start in real problems. In addition, the corresponding theoretical practice content is less arranged, and the problem is rarely considered from the perspective of lawyers. In the entire four-year study arrangement, only the last year of the placement of vocational skills training, the other three years are only the study of textbooks. Short-term vocational skills training is often in the form, resulting in poor vocational training.

(2) Ignore student management. School management has an impact on the improvement of teaching effectiveness. However, at present, colleges and universities generally ignore the process of student management. There is no strict punishment system for attendance and lectures, and the discipline of the class is relatively poor. Therefore, the attitude of students in class is Misconduct, this not only affects its own knowledge, but also reduces the teacher's class mood, which makes the teaching effectiveness unable to improve.

3. Improvement Measures for Classroom Teaching of Civil and Commercial Law Based on Teaching Effectiveness

3.1 Mining student interest in learning

Interest is the best teacher. Only by effectively improving the initiative of students can learn their potential and ensure the effectiveness of teaching. In the classroom teaching of civil and commercial law, teachers should be good at exploring students' interest in learning. Although there are certain problems in the self-control ability of undergraduates, it is necessary to coordinate the relationship between the content of teaching and the interest of students, and start from the small things in life. The relevant content of the law attracts the interest of students, so that the enthusiasm of students to learn is effectively guaranteed.

Teachers should also pay attention to cultivating students' legal thinking. Whether it is campus life or off-campus life, all kinds of cases can become a carrier for teachers to tell legal issues. Through this measure, the Abstract theory can be embodied to facilitate the understanding of students. Only by mobilizing the enthusiasm of students to learn, they will independently understand and discuss, which is of great help to improve the effectiveness of teaching.

3.2 Strengthen classroom interaction

Legal teaching is relatively boring, so teachers can be added to the classroom to let teachers and students understand the problem in communication. For example, teachers and students can understand where students' confusions are, and they can also understand the educational needs of students. In addition, equal dialogue can enhance the teacher-student relationship, which also helps to ensure the effectiveness of teaching. In response to this problem, special question time can be set in the classroom, and the students can raise their own doubts and the teacher can answer them. This way not only can activate the classroom atmosphere, but also make the students grasp the knowledge more firmly.

In order to facilitate the communication between teachers and students, a variety of communication platforms, such as e-mail, mobile phone, WeChat, QQ, etc., can be used as a channel for communication between teachers and students. This will not only facilitate the communication between teachers and students, but also contribute to the smooth development of teaching activities. For example, through the class QQ group, the teacher can send the teaching content and teaching objectives to the students in advance, and the students can pre-study, and the courseware can also be uploaded after the class to help the students to consolidate the knowledge points. When students have general questions about a certain knowledge point, they can solve it in time through the communication platform, which breaks the time and space constraints of traditional teaching and can improve the effectiveness of teaching.

3.3 Organize students to self-manage

As the recipient of education, students are the core of the whole teaching activities. Therefore, students should also be involved in teaching management. At present, many universities organize students to manage themselves and set up various organizations to help improve the management system. In this regard, we must pay attention to the role of student cadres, and guide students. For example, all types of student unions and class organizations can become self-administered groups, and they conduct disciplinary inspections and implement assessment systems to promote student learning. Moreover, through the self-management of students, students can also develop leadership and organizational skills, which is also of positive significance for improving students' comprehensive quality.

3.4 Improve teacher ability

Teachers are the leaders of student learning and will directly affect the effectiveness of learning. In order to effectively improve the ability of civil and commercial law teachers, schools should regularly organize training and hire experts and scholars to communicate with the school, so that teachers can learn the most advanced concepts and have the ability to teach. Of course, teachers can also be organized to prepare lessons in a unified manner, so that teachers can continuously learn and improve their teaching methods in communication. In addition, the school should pay attention to the teacher's morality training, and give the necessary punishment for the teacher's late arrival, early leave, and call after class.

At present, the ability of teachers of civil and commercial law in China is uneven. For teachers with poor teaching quality, they can arrange for teachers who have better teaching results to teach, which can also help teachers to continuously improve teaching methods. The system of civil and commercial law is relatively complicated, so it is inevitable that there will be many problems in the teaching. Teachers' organizations must work together to continuously improve their individual abilities and optimize classroom teaching methods to improve teaching effectiveness.

3.5 Reasonable arrangement of practical courses

Practice is the sole criterion for testing truth. Only through practice can students have a good understanding of theoretical knowledge. Especially for civil and commercial law, he emphasizes practicality. Therefore, it is necessary to reasonably arrange the content of practice in teaching, and it is no longer based on simple legal theory. In response to this, the school can cooperate with law firm and other related units to train students' professional ability through internship and other measures. Of course, practical learning should be interspersed throughout the four years of study and life, so that students can define the talent standards that society needs, test their theoretical knowledge in practice, and at the same time conduct in-depth study and understanding.

In order to cultivate practical talents, government departments must also play a role in guiding the cooperation between schools and other departments through policies. Schools should also pay attention to students' practical experience, and take curriculum practice as one of the important indicators for students to evaluate. This can also play a role of supervision and promote the effectiveness of civil and commercial law teaching.

4. Conclusion

Civil and commercial law emphasizes the practicality of teaching, and the curriculum system is very complicated. There are many problems in the difficulty of teaching. At present, the classroom learning of my national business law major is the same. Not only does the student's attendance rate are low, but also the teacher's teaching method is relatively simple. In addition, the irrational curriculum setting and the less communication between teachers and students make the classroom learning effective. The lack of protection of sex has seriously affected the cultivation of civil and commercial law talents. Based on this, this paper proposes five measures to explore students' interest in learning, strengthen classroom interaction, organize students to self-manage, improve teachers'

ability, and reasonably arrange practical courses. It is hoped that the effectiveness of classroom teaching in civil law law can be improved. Certain reference.

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