

Research on the Training Mode of Applied Legal Talents in Legal Vocational Colleges from the Perspective of Collaborative Innovation

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Abstract: With the deepening of China's economic and social development and the construction of the rule of law, all walks of life have put forward higher requirements for the quality of legal education and the quality of legal talents. Collaborative innovation is an innovative behavior with multi-agents and multi-factors assisting, complementing and cooperating around the goal of innovation, which is essentially a management innovation. Innovation is the booster of social development, and it is also the support for a country to stand among the advanced nations in the world. At present, legal vocational colleges generally ignore the planning of improving students' innovative ability when formulating talent training programs, which leads to the lack of innovative ability training for students. Therefore, it is necessary to adjust and build a collaborative education mechanism. Through the interactive dialogue between collaborative innovation and the training mode of applied legal talents, we can explore the joint force of talent training under different collaborative ideas and carry out the path of reform and innovation of the training mode of applied legal talents.

1. Introduction

How to cultivate applied legal talents and how to innovate the training mode has always been a concern and discussion in the field of law education in recent years [1-2]. Constructing a new cooperative education mechanism with all-round and deep integration in the whole process is an important content about accelerating the construction of high-level legal education and comprehensively improving the ability of personnel training. In the process of leading China's comprehensive and deepening economic and social reform, we must rely on innovative behavior. Whether it is institutional innovation, cultural innovation or scientific and technological innovation, we must fully implement the concept of collaborative innovation [3].

With the deepening of China's economic and social development and the construction of the rule of law, all walks of life have put forward higher requirements for the quality of legal education and the quality of legal talents. As a new mode of running higher education, legal vocational colleges should reform the existing education mode through school-enterprise cooperation, form the characteristics of university education, promote the coordinated development of both schools and enterprises, and further promote the sustainable development of regional economy and society.

2. Connotation of collaborative innovation

From the perspective of synergetic theory and the practice of collaborative innovation at home and abroad, the so-called collaborative innovation is an innovative behavior of multi-subjects, multi-factors assisting, complementing and cooperating with each other around the goal of innovation, which is essentially a management innovation [4]. At present, the educational concept of talent training in legal vocational colleges is seriously weakened, and the focus of university work is seriously tilted, which deviates from the historical mission it should undertake, which contradicts the training goal of innovative talents and leads to the deviation of teaching concept and teaching management goal [5].

As an important combination of the first productivity of science and technology and the first resource of talents, universities should carry out collaborative innovation, which is not only a

concrete action to actively adapt to the construction of an innovative country, but also an important way to enhance their own running strength. In the process of cultivating applied legal talents in newly-built local undergraduate colleges, the collaborative innovation mechanism is embedded in the internal and external environment of education management.

From the perspective of collaborative innovation, the training mode of applied legal talents should closely follow the talent training connotation of "knowledge, quality and ability", so as to determine the process of taking practical application ability training as the main line, adapting to regional economic and social needs and serving economic development as the basis, constructing the talent training quality and professional ability structure in line with the transformation concept, and finally optimizing and integrating the training scheme of applied legal talents.

3. Problems existing in the current training mode of applied legal talents

3.1. Law education is out of touch with legal profession

The training goal has deviated. In the teaching of legal theory, there is no effective distinction between academic education and applied education, and the education of applied legal talents, like academic education, takes the basic theory of law as the core, and little or no practical education is carried out for applied legal talents, which distorts the training goal of applied legal education. The curriculum of professional theory is unreasonable [6-7]. The course content is far from the requirements of society and professional ability, which breaks the connection between legal education and legal profession, and between theoretical study and practical work. Theory is seriously divorced from practice. At present, the theoretical system and practical education links of applied legal education courses are not closely linked, but are independent systems, with inconsistent goals and concepts, lacking a sense of cooperation, and most of them are theoretical teaching before practical teaching.

3.2. Uneven development of teaching staff and literacy

At present, the training of applied legal talents should pay more attention to the application, practicality and technicality of personal ability. Therefore, it is necessary for legal vocational colleges to set up a "double-qualified and dual-capable" teaching team with profound and solid teaching theory and rich professional practice ability and experience, and apply theory and practice to the specific teaching links of talent training. However, at present, most newly-built legal vocational colleges are faced with the dual problems of quality and quantity of such teachers. The teacher-student ratio in legal vocational colleges is not up to standard, the proportion of double-qualified teachers is weakened and the proportion of teachers is uneven, which has become an important obstacle to the training of applied legal talents.

3.3. Lack of awareness of collaborative innovation

At present, all majors in legal vocational colleges, including law majors, basically run schools behind closed doors. This talent training mode may not affect research-oriented majors, but for law majors with strong application, it can no longer meet the needs of social employers for law professionals. Innovation is the booster of social development, and it is also the support for a country to stand among the advanced nations in the world [8]. Regrettably, the law vocational colleges generally ignore the planning of improving students' innovative ability when formulating talent training programs, which leads to the lack of innovative ability training for students.

4. Construction of training mode of applied legal talents from the perspective of collaborative innovation

4.1. Realizing the change of legal education concept of collaborative innovation

The transformation of the concept of collaborative innovation in legal education is an important basis for deepening the reform of legal education. The backwardness of educational ideas directly

restricts the development of legal education in China. If educational ideas are not changed in time, it will become empty talk to improve legal education in China. On the one hand, it strengthens the theoretical teaching of students' relevant basic legal knowledge, on the other hand, it increases the investment in students' practical links, continuously improves students' professional quality, and the ability to use legal knowledge to solve practical problems is not greatly strengthened, giving full play to students' independent ability, practical ability, and ability to collect and process various information.

The new educational concept has pointed out the direction for us to carry out legal education, and it has also become an important driving force for us to deepen reform and improve the level of undergraduate legal education. While carrying out legal education, legal vocational colleges should increase their investment in the practice of applied legal talents, including mobilizing excellent teachers, increasing capital investment in the practice, and setting up relevant departments to manage the practice.

Practice requires a lot of financial support. On the one hand, schools should increase the proportion of funds invested in practice in the process of legal education, on the other hand, they should actively seek financial support from the state and society to ensure that there are enough funds to carry out teaching and work in practice. Formulate strict and effective performance assessment methods to better mobilize students' enthusiasm and subjective initiative.

4.2. Interaction in the process of cultivating innovative talents under the cooperation of educating people

Diversified school-running subjects have long been an important choice for the development of application-oriented undergraduate colleges. "Industry-University-Research" talent training mode is an educational mode that realizes the goal of talent training through the close combination of production, teaching and scientific research. Its prominent feature throughout the whole talent training process is that it embodies the educational synergy of multiple innovative subjects [9]. Through the different levels of expression of the subject, it can be summarized into two modes as shown in Figure 1.

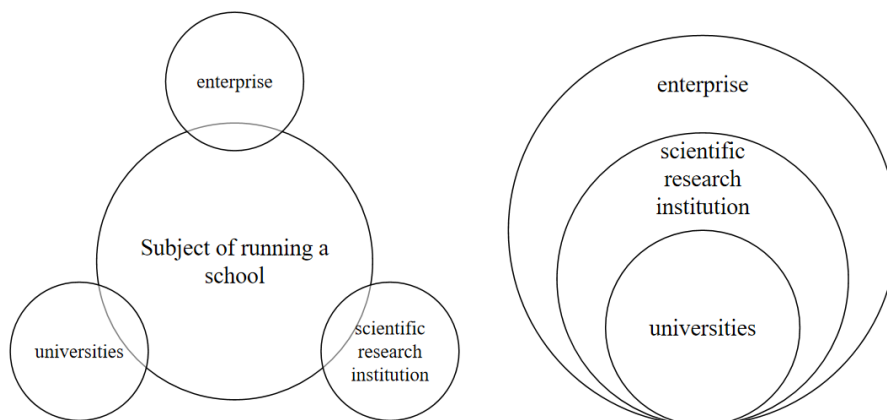


Figure 1 Multi-educational subject hierarchy

Not only can students get the dual collaborative training of on-campus classroom and off-campus practice in collaborative education and teaching cooperation, but their professional knowledge, comprehensive quality and application ability have been significantly improved. Moreover, in the process of cooperation, the school can innovate the means and cooperation mode of talent training through different levels of role expression, and accumulate valuable experience for the newly-established legal vocational colleges to explore the application transformation practice.

Teaching management is the core management of teaching activities according to the teaching plan, and it is the core organizational activity that embodies the input and output of talent training. Its basic center is to organize the whole school to cooperate, coordinate from top to bottom, and jointly implement various teaching norms and management systems to ensure the stable order of

teaching management.

4.3. On-campus experimental teaching combined with off-campus practical training

In the aspect of cultivating the application ability of law, combined with the ability demand of legal professionals, the on-campus experimental teaching system and off-campus practical training system of law specialty are scientifically constructed. The combination of on-campus experimental teaching and off-campus practical training enables students to be truly trained and exercised in all aspects of ideas, professional theories and professional skills. Embedding the applied knowledge of court trial frontier, public security, procuratorial practice, lawyer's business frontier and other related legal majors into the "course module" made by experts in practical departments in various related fields, bringing the latest professional experience and cutting-edge professional trends in this field into the classroom, strengthening the connection between theory and practice, and improving students' legal application ability. Through classroom teaching and in-school experimental teaching, the professional application ability of legal professionals has been cultivated. In addition, through the comprehensive training platform after class and comprehensive practice outside school, the comprehensive practical ability of legal professionals has been strengthened.

4.4. Optimize the design of curriculum structure system

Strengthen the construction of core courses for application-oriented majors, strengthen the construction of teaching teams, encourage teachers to study courses, build a teaching content system suitable for the cultivation of students' professional quality and ability, encourage teachers to bring scientific research information into the theoretical classroom, introduce scientific research results into teaching plans and handouts, embed scientific research projects into experimental teaching, and promote students' second classroom with scientific research activities. We should focus on public basic courses and subject basic courses, which should include English, legal professionalism, literature, advanced mathematics, administrative policy, economics and so on. You can also offer some basic core courses of law in a limited way, which is to consolidate and improve the depth of law study in the study stage of core basic courses of law in the general education stage, and to provide a theoretical basis for cultivating applied and compound legal talents. The specific curriculum arrangement needs to be arranged by the university in combination with the conditions of its own school. Implement the mode of professional education+innovation+practice or professional education+practice. Mock trial, some courses of evidence collection and inspection should be flexible and practical.

4.5. Cooperate with social forces to strengthen the construction of teaching staff

The level of teaching staff is related to the level of legal education achievements. If a worker wants to do a good job, he must sharpen his tools first. Without strengthening the construction of teaching staff, all measures to improve legal education are dead letter. We will strengthen the team of practical teachers and include the introduction of practical talents in the talent introduction plan. For law majors, it is necessary to introduce talents with practical experience from practical departments and strengthen the assessment of teachers' practical ability and performance [10]. Carry out exchange activities with practical departments. To strengthen the contact with practical departments, universities can establish communication channels with practical departments and send teachers to the practical departments for exchange and study. At the same time of research and academic exchanges between universities, we should take into account the exchanges between universities and various practical departments.

While actively recruiting experts from the legal practice department to enrich the teaching staff, legal vocational colleges should also do a good job in developing the potential of the original teaching staff, and send young backbone teachers to the judicial practice department to cultivate their practical ability, such as taking temporary training in the legal inspection system, public security system and other departments to provide young backbone teachers with opportunities to integrate theory with practice. Through attachment training, young backbone teachers can better broaden their horizons, and can closely combine the difficult problems of judicial practice in future

scientific research activities to carry out research. At the same time, attachment teachers can also apply these achievements to teaching, and realize a virtuous circle in which scientific research feeds back teaching and scientific research and teaching learn from each other.

5. Conclusions

As an important combination of the first productivity of science and technology and the first resource of talents, universities should carry out collaborative innovation, which is not only a concrete action to actively adapt to the construction of an innovative country, but also an important way to enhance their own running strength. At present, all majors in legal vocational colleges, including law majors, basically run schools behind closed doors. This talent training mode may not affect research-oriented majors, but for law majors with strong application, it can no longer meet the needs of social employers for law professionals. From the perspective of collaborative innovation, legal vocational colleges should base themselves on their own reality, give full play to their advantages and characteristics, intensify reform, take effective measures, strengthen the research on collaborative innovation mode and mechanism, actively promote collaborative education, and cultivate applied legal talents to meet the needs of local economic and social development.

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