

Teaching and research of legal professional ethics courses for law majors in colleges and universities

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Abstract: Legal professional ethics is a compulsory course in the basic course of the law major, and many colleges and universities have set up this course in both undergraduate and graduate law education, and its importance is self-evident. The course orientation of legal professional ethics is a basic course that specializes in training students to construct legal thoughts and thinking, improve the quality and ideals of the legal profession, and establish the bottom-line awareness of legal professional ethics. It can be seen that the course of legal professional ethics not only needs to cultivate students' knowledge ability, but also needs to cultivate students' social practice and social adaptability, and also needs students to firmly establish the bottom line and red line of the future legal profession. But at the same time, it is not difficult for us to find many problems in the teaching of legal professional ethics, this paper focuses on three problems, taking the single teaching form, simple classroom content, and shallow course influence in the current legal professional ethics course as the starting point, analyzing and researching, and putting forward corresponding suggestions one by one, which are used to improve the teaching and research of the course.

1. Introduction

Legal professional ethics, also known as legal professional ethics, legal ethics, and judicial ethics. It mainly refers to the code of conduct and basic code of conduct followed by the law from the owner in the process of carrying out professional activities and daily life. It is not difficult to see that legal professional ethics not only need to be followed by the owner in the conduct of legal practice activities, but also in daily life, which also reflects that the special group of legal professionals is special and stricter than other professions in terms of professional ethics. Therefore, the course of legal professional ethics is more important, and law schools should strengthen legal ethics education [1].

The development of legal professional ethics courses in colleges and universities is conducive to the cultivation of ideals and beliefs of legal practitioners, the cultivation of the value goals of legal education, and the realization of the value goals of the rule of law society.

First of all, colleges and universities are an important base for cultivating legal talents, but also the main position for shaping the ideological character of rule of law talents, since 2018, the legal professional ethics course has been included in the professional compulsory courses, which more reflects the importance of legal professional ethics courses, especially in improving the professional

level of practitioners and improving their own moral quality. Secondly, colleges and universities carry out legal professional ethics courses, which are closely combined with legal professional knowledge education, so that students can not only learn professional knowledge, enhance their professional level and ability, but also learn professional ethics education, deepen their understanding of the legal profession, improve the moral quality compatible with the professional level, and achieve the goal of cultivating legal talents with "both ability and integrity". Finally, the professional ethics education of law students in colleges and universities will help improve the moral quality of legal professionals in the future and form a fair and just atmosphere in the whole society.

2. Problems in teaching the current course on legal professional ethics

2.1 The format of teaching is single

Whether in the curriculum system of cultivating legal talents in China or in the training of legal talents in Western countries, legal professional ethics is a compulsory course, and even after practice, professional ethics training and education should be carried out frequently. As a compulsory course, the importance of the legal professional ethics course to law students is self-evident, especially for students' professional identity and moral quality improvement. However, most colleges and universities in the curriculum, course teaching, the legal professional ethics into a single. There is a problem of "emphasizing teachers' teaching and improving the ability of light students". When teaching lectures on legal career ethics courses, some teachers only conduct theoretical discussions and knowledge of knowledge. The inherent requirements of legal occupational ethics cannot complete the training goals for students to learn this course. In addition, teachers are only speaking on the podium. Students listen to seats. Teachers will complete the content of the course according to the requirements of the classroom outline [2]. This traditional form of teaching tends to make it difficult to assess the degree of knowledge received by students in addition to being in a passive learning position. Pure legal theories are obscure, but legal professional ethics should be vivid.

2.2 The content of the class is simple

The course of legal professional ethics actually covers all professions engaged in law, its course content is very rich, very deep and broad, its course objectives focus on understanding the types of legal professions, as well as the internal ethics of different professions, which have both general elaboration and norms, but also specific norms of its key professions, more important: professional ethics of judges, professional ethics of prosecutors, professional ethics of lawyers. For example, the professional ethics of judges to ensure integrity and restraint of non-professional activities, while lawyers' professional ethics emphasize the regulation of relations with clients and protect the rights of parties. However, when teaching classroom content, some college teachers firstly focus on the general part of the legal professional ethics course, overemphasizing the general requirements and norms of legal professionals, and ignoring the different requirements of different professions; Second, when teaching different professions, because the teachers themselves are not lawyers, judges, prosecutors and other specific professions, the content of the course is too simple when explaining various legal professions, and students cannot deeply understand and experience the ethical and moral requirements of specific legal professions.

2.3 The course has a shallow impact

The legal professional ethics course focuses on cultivating students' understanding of the legal profession, and at the same time learning the ethics and morality of different legal professions, so as to firmly remember the ethics and morality of their own industry in the future practice process, and avoid the lack of their own ethics and morality, causing bad influences, and even unfair and just phenomena in cases, resulting in industry penalties and even legal sanctions.

It can be seen that the purpose of the course of legal professional ethics is not only achieved by law students in colleges and universities in the classroom and in the final assessment, but also to focus on cultivating students' thinking ability, exercising students' will and character, and enabling students to truly improve their moral quality, because moral quality, ideology and belief accompany students throughout their lives. It is clear that students should have the necessary character and key abilities for lifelong development and social development, and pay more attention to independent development, cooperative participation, and innovative practice [3]. At present, in the teaching of legal professional ethics courses, there are teachers who simply teach, students passively participate, the assessment method is single, the impact of the course is not extensive and far-reaching, and the training of only one semester in school has not been rooted in the hearts of students and has not accompanied students to engage in legal careers in the future.

3. Suggestions for improving the course on legal professional ethics

3.1 Diversify and update teaching methods

As Rogers said, "There is only one purpose of teaching, to allow learning", teachers should do to guide students to join the classroom, actively pay attention to students, and believe that students have the ability to learn effectively. In the face of the problem of single teaching form, we can adopt a variety of teaching methods to make the classroom diverse and students active.

3.1.1 Heuristic teaching

Introduce the "non-guiding teaching mode" into the classroom, so that the teaching is student-centered, rather than teacher-centered, change the teaching thinking, and give full play to the initiative of the student as the main body. The specific application of heuristic teaching methods in legal professional ethics courses should be divided into the following steps: first, teachers set the learning objectives of the lesson and issue learning tasks, such as learning the professional ethics of judges, so that students can understand in advance what their professional ethics are; Secondly, the teacher in the classroom conducts heuristic questions, guides students into the class, and provokes thinking, such as what behavior of the judge violates professional ethics, please give examples; Finally, in the students' active answers, the teacher pointed out which behaviors were contrary to professional ethics, and explained the situations that occurred, which impressed the students.

3.1.2 Case-based teaching

Case-based teaching is a common teaching method for law teachers in colleges and universities, but it is rarely combined with legal professional ethics courses, and the traditional concept of jurisprudence, legal history, and legal professional ethics belongs to theoretical law, and the teaching methods are pure theoretical teaching, simply teaching knowledge, in fact, legal professional ethics is also a course that can be interactive and participatory, and can also be well combined with cases. For example, at the beginning of the class, the teacher will directly show the case, let the students discuss, discuss and analyze which behaviors of the parties in the case violate

professional ethics, and the teacher will answer; Then specifically analyze which professional code of ethics has been violated, and through the case, it will trigger thinking; Finally, specific professional ethics are taught, and after the class, students are allowed to find cases of violation of different morality situations for comparison. In this way, the teaching method from case introduction, analysis of cases, and then comparison of cases greatly improves students' interest in the course and is conducive to the classroom atmosphere becoming proactive.

3.1.3 Clinic-style teaching

The clinic-style teaching method that emerged in the 60s of the 20th century in American university law schools is a practical teaching method, through the establishment of legal clinics, teachers guide students to participate in the practical application of law, practice and theory are combined, so as to achieve students' in-depth and specific understanding of legal knowledge, thereby deepening the personal experience of legal cases and enhancing the effect of legal professional ethics in people's hearts.

The introduction of clinic-style teaching methods into the legal professional ethics classroom can effectively involve students, mobilize students' enthusiasm, and enliven the class atmosphere. The clinic-style education in the legal professional ethics course can be carried out as follows: first analyze the real case, then divide the class members into different groups, and select one or two students as the "attending doctor" to solve the problem, the classroom teaching revolves around the cases undertaken by the students, the problems raised are analyzed, discussed, and in the interactive communication, let the students gain factual and legal understanding and judgment by themselves, and finally, outside the classroom, teachers and students work together to solve real problems. According to the clinic-style education in the classroom, students can solve legal problems that arise in practice, improve students' legal skills, and enhance their own professional ethics.

3.2 Improve classroom content in many ways

In view of the simple classroom content in the current legal professional ethics course, this paper believes that it is mainly composed of two reasons, so to solve this problem, it is also necessary to improve in many aspects, because the classroom is the first position of teachers, the classroom is an important base for students to learn, so the classroom content, classroom knowledge must have connotation and depth.

First, "if a worker wants to do a good job, he must first sharpen his tools." To improve the content of the classroom, it is necessary to let the teacher dig deeper, to give the student a glass of water, and to have a bucket of water knowledge reserves. Legal professional ethics covers almost all the professions of legal practitioners, so the course system should be large, the course content should be rich, which requires their own teachers to be familiar with the professional characteristics, common problems, basic norms, punishment measures, etc. of other legal practitioners. Teaching teachers should understand the knowledge of legal professional ethics from a general perspective, and analyze different professional ethics and moral requirements from the perspective of each profession, and should combine students' current understanding and reality to focus on cultivating legal talents in line with the development of the times, so that their legal and moral literacy can pass.

Second, the rich classroom content of the legal ethics course can also be demonstrated by conducting classroom simulations. Classroom simulation is to present the classroom content in an all-round and loophole-free way through simulation deduction in the classroom, so that it can not only comprehensively learn the content of the class, but also bring all students into the classroom to ensure that the learning progress of all students is consistent and the teaching effect is outstanding.

The specific manifestations are: for example, this lesson focuses on learning the professional ethics of judges, arranging the roles of all members of the class, there are judges, parties, witnesses, simulating real cases, and there are different violations of professional ethics in the case, and group interpretation violates different professional ethics norms, so that the classroom content is rich, the knowledge points are clear, and the learning focus is clear, which is conducive to showing more classroom knowledge.

Third, as early as 2007, the Chang ping Court sent judges with a certain level of theoretical knowledge and rich practical experience to serve as part-time professors in colleges and universities, using their own personal experience to show their own experience, and the teaching effect was obvious[4]. As mentioned above in the current legal professional ethics course, because the teaching teachers are only college teachers, do not have other professional activities, and cannot deeply understand the specific conditions of other legal professions, resulting in simple classroom content and cannot explain ethical and moral knowledge combined with practice. The solution should start from two aspects:

On the one hand, train "dual-teacher" teachers. The particularity of the legal professional ethics course determines that it is not enough for law teachers to have the basic knowledge and theoretical literacy of law, but also need to have certain social practice experience, rich legal professional experience, be able to perceive various legal practices, ethical issues in legal activities, and experience the emotional experience of dealing with professional ethical conflicts. In this way, students can not only learn basic theoretical knowledge, but also empathize and understand the content of the teacher's teaching. Because colleges and universities need to equip "dual-teacher" teachers in legal professional ethics courses, such teachers can not only impart book knowledge, but also conduct teaching demonstrations with their own experience, so that the classroom content is rich and specific.

On the other hand, the introduction of visiting professors. Due to their own work reasons, if college teachers do not have the requirements of dual teachers, it is recommended to introduce other legal industry talents into the legal professional ethics course as visiting professors. Through the introduction of visiting professors, their practical activities, ethical conflict resolution, and professional ethical characteristics in their respective professions are taught to law students in colleges and universities, firstly, they can enable students to understand the differences of various professions, enhance professional cognition and professional identity; Second, students can learn the ethics and morality of different professions and the characteristics of the industry, which is conducive to enriching the classroom content of legal professional ethics and truly teaching professional ethics knowledge in various aspects; Third, through the influence of guest professors themselves, students can empathize, understand the content of the class more easily, and have a continuous impression of the class.

3.3 Promote curriculum impact from multiple perspectives

At present, colleges and universities cultivate legal talents, pay more attention to the understanding of basic theoretical knowledge, the analysis and interpretation of legal provisions, and even the memorization of laws for examination-oriented education, often ignoring the ethical and moral learning of legal professionals, which is extremely unfavorable for students to enter the society in the future. Teachers pay too much attention to books and assessments, neglect the cultivation of students' moral quality, so that the influence of legal professional ethics courses is relatively shallow, and they do not "go far" to the courses, which may lead to students being punished and punished for violating professional ethics in the future. Therefore, we must deeply explain the course of legal professional ethics in the hearts of the people and in their minds, so that

when students engage in any legal profession in the future, they can not touch the bottom line and red line in their careers.

First of all, we must adhere to the student-centered teaching idea. The goal of the course of legal professional ethics is to establish the thinking of the rule of law, cultivate legal talents with both ability and integrity, and especially improve their professional ethics and moral literacy. This requires us to cultivate students as the purpose, to be student-centered, we should focus on this point in curriculum setting, syllabus, teaching methods, truly achieve students as the main body, and run the legal professional ethics through all links. "Student-centered" classrooms respect students' interest and autonomy in learning, so activities that highlight students' learning subjectivity, such as discussions, collaborative tasks, and independent inquiry, will be appropriately added. However, giving students a certain classroom space does not mean letting students "herd sheep", but highlighting the subjectivity of students' learning, while emphasizing the leading role of teachers in classroom teaching, teachers should carefully observe the performance of students in learning activities, capture valuable problems, give clear responses to students' problems, guide students towards the goal, effectively guide students' independent learning activities, and make the course influence penetrate into each process.

Then, establish a multiple assessment and evaluation mechanism. The legal professional ethics course in most colleges and universities has problems such as boring classrooms, low student enthusiasm, and simple assessment, which has led to the problem that students are not impressed enough by the course and has a far-reaching impact on students. This mechanism is not established to make the assessment complicated, cumbersome and difficult to implement. Instead, this mechanism is integrated throughout the curriculum so that the impact of the course is sustainable for law students. The purpose of education is to promote a better life for society and individuals, and fundamentally speaking, education is not control, but achievement[5]. The fundamental purpose of the evaluation of legal professional ethics education is to enable law students in colleges and universities to master the knowledge of legal professional ethics, cultivate professional emotions, professional cognition, professional identity, and consciously practice the requirements of legal professional ethics through the diversified assessment mechanism of courses. The specific operation is as follows: the process assessment and evaluation in the course can be carried out in the classroom or left after class, and the process assessment is to enhance the continuity of legal professional ethics education; In the course assessment, the usual performance assessment can also be set up, so that students can continue to learn through the assessment; At the same time, a phased evaluation mechanism can be carried out to understand the training purpose of the legal professional ethics course through students' classroom evaluation, teacher evaluation, and self-evaluation. It is even possible to improve the follow-up evaluation mechanism through the return of outstanding graduates to the university. Such a multiple assessment and evaluation mechanism can promote students' continuous learning, deepen the impression of learning and strengthen the learning effect.

Finally, shaping ideological character and cultivating students' quality are the main line. The establishment of legal professional ethics courses in law majors in colleges and universities can help improve the moral quality of future legal professionals and form a fair and just atmosphere in the whole society. So how can this be achieved? In fact, it needs to be formed by the joint efforts of many parties, but the most important link is in the school, therefore, when we teach legal professional ethics courses, we must clarify the training goals, and through what kind of curriculum can enable students to achieve the improvement of professional ethics. This paper believes that on the one hand, it is necessary to let law teachers clarify the training goals and training directions, and the ultimate purpose of clarifying professional ethics in the course preparation process is to let students understand the norms and requirements of various legal professional ethics, improve their own ethical and moral literacy, and better serve the rule of law society in future professional

activities. On the other hand, it is to adhere to the classroom impact as the guide, in the classroom teaching, result-oriented, after all, the university is the last link before entering the society, training students is more for the future social needs, therefore, college legal professional ethics courses must adhere to the OBE concept, so that students enter the society, still have an impact on students.

4. Conclusion

First of all, the course of legal professional ethics should adhere to diversified teaching methods, student-centered, and adopt a variety of teaching methods, so that students can truly integrate into the classroom and enter the classroom, so as to better learn professional ethics; Secondly, it is necessary to improve the classroom content in many aspects, not only to teach the general basic theoretical knowledge, but also through the introduction of real cases, or teachers' own experience, and guest professors, so that students can learn a wealth of professional ethics knowledge, be able to combine theory and practice, and apply it to real life; Finally, it should be noted that the course of legal professional ethics should not only talk about "deep" professional ethics, but also talk about professional ethics "far", firmly remember that the impact of this course should be far-reaching, rooted in the heart of every legal practitioner, and rooted in future professional activities.

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