

# *On the Reform and Development of Law Practice Teaching in Colleges and Universities in China*

**Liang Zheng**

*Institute of Political Science and Law of Hebei University, Baoding, 071000, Hebei, China*

**Keywords:** law; practical teaching; college education; new reform

**Abstract:** The discipline of law has strong practicality and applicability. The time teaching of law is particularly important for college education. It not only can well test the theoretical knowledge of the students and the results of the theoretical system, but also improve their legal professional skills. With the development of the times, the demand for legal talents in the society has been increasing. The focus of college education should be placed on the practice of law and practice and strive to cultivate more practical legal talents for the society. To achieve this goal, it is necessary to carry out all-round reform of the current legal model. This paper mainly discusses some of the shortcomings in the current teaching practice and the reform of legal teaching practice.

## **1. Introduction**

Since the reform and opening up, especially in 1997, the 15th National Congress of the Communist Party of China clearly stated the basic strategy of "ruling the country according to law" and the Constitutional Amendment passed in 1999 clearly states: "The People's Republic of China implements the rule of law and builds a socialist country ruled by law" After the ambitious goal, China's legal education has ushered in a rare opportunity for development and entered a period of rapid development. Despite the development of legal education in the past 20 years, China's legal education has made remarkable achievements. However, it is undeniable that there are still many problems in the current legal education in China and it is still difficult to keep pace with the development of the times and socialism. The process of building the rule of law<sup>[1]</sup>.

## **2. Current status of legal education in China**

Although we have always believed that the important function of legal education is to cultivate legal talents, it is regrettable that there is a serious disconnect between the higher legal education and the legal profession in China and the relationship between them has not been straightened out. This contradiction is mainly reflected in: (1) before the establishment of the judicial examination system, the legal professions do not take the formal legal education as a starting condition or qualification; (2) replace the previous legal education with the legal training of the incumbent; 3) The formal legal education does not take the talents required by the legal profession as a clear training target; (4) the content and methods of the legal education do not consciously run through the basic requirements of the legal profession; (5) the legal education lacks the legal profession

Participation and guidance. The consequence of the disconnection between legal education and legal profession in China is that it is often impossible to cultivate enough high-level talents suitable for the needs of social development. With the transformation of China's higher education towards the popularization, the scale of legal education is also expanding. However, as the corresponding measures have not kept up, the problem of the decline in the quality of legal education in China has become a major issue that constrains the healthy development of legal education. An important manifestation of the decline in quality is the quality defects of law graduates, mainly in the areas of poor practical ability, lack of legal thinking ability, weak professional ethics and unreasonable knowledge structure<sup>[2]</sup>.

### 3. Problems in the practice teaching of law in Chinese colleges and universities

#### 2.1. Insufficient teaching of law practice

At present, the number of students in colleges and universities is growing, the number of students is large and the internship time of students arranged by law schools is short and it is difficult to guarantee the effect of internship teaching. It is not possible to arrange practical teaching content in combination with specific professional courses in each semester. This seriously affects the effect of internship teaching and is not conducive to students actively practicing professional knowledge. Influence the internship results<sup>[3]</sup>.

The problems existing in the practice teaching of law in China's colleges and universities are shown in Figure 1.

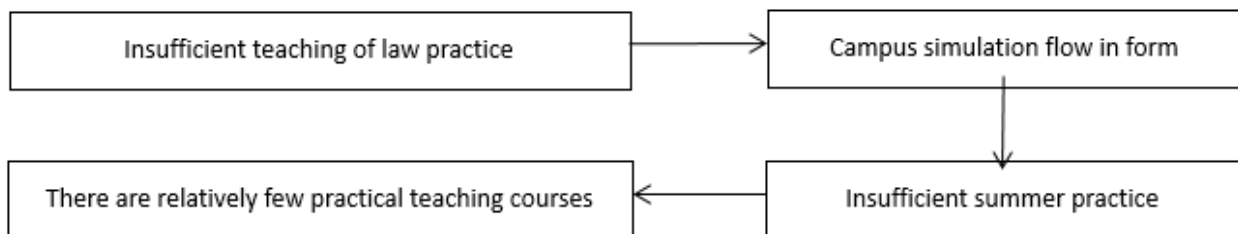


Figure 1 Problems existing in the practice teaching of law

#### 2.2. Campus simulation flow in form

The school's simulated legal practice activities are an important part of the practice teaching system of the law school. However, the existing school court simulation practice activities are in the form, failing to give full play to the effective guidance of the school simulation, which is not conducive to cultivating students' good thinking. Ability is not conducive to the rapid growth of students' professional ability. The existing court simulation cases are relatively old. Although the cases have strong typicality, they have not been able to have the complexity of the court debate. They have not been able to fully set up accident factors in combination with evidence and cross-examination, which has led to the court simulation being too mechanical. Can not effectively stimulate student interest.

#### 2.3. Insufficient summer practice

Summer practice is a legal practice teaching activity with students as the main body and arranged by students independently. However, due to the lack of external supervision factors, the current summer practice activities make it difficult for students to effectively practice in the summer. In the

process of students' summer practice, colleges and universities can't track the whole process. They can't radiate to the students' hometown for guidance.

## 2.4. Few practical teaching courses

At present, colleges and universities have not been able to establish a comprehensive law school practice teaching system. It is difficult for students to obtain sufficient trial observation, legal counseling, traineeship and internship opportunities. Students participate in practical activities with relatively less class hours, except for graduation internships and apprenticeships. It is difficult for colleges and universities to arrange adequate practical teaching activities for students. First of all, teachers can't effectively combine the practice teaching methods in the theoretical teaching process and can not enrich the practical activities in the theoretical classroom.

## 3. Suggestions on how to further improve the practice of law in colleges and universities

### 3.1. Revision of the teaching plan of law

In practice, the teaching of law is to enable students to get in touch with practice and create conditions for students to practice in the future. In practical teaching, not only can we consolidate the theoretical knowledge we have learned before, but also learn some practical skills, so we must strengthen the effective implementation of practical teaching. Suggestions on how to further improve the practice of law in colleges and universities are shown in Figure 2.

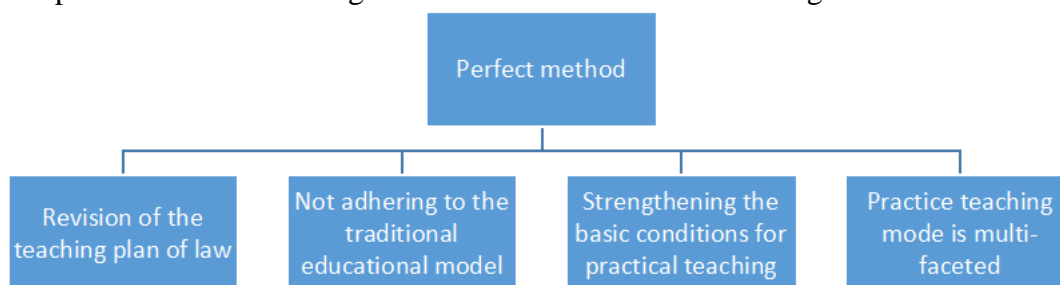


Figure 2 Suggestions on how to further improve the practice of law in colleges and universities

### 3.2. Not adhering to the traditional educational model

Schools should launch targeted practical courses for different situations: First, different stages of trial and practice, this method is mainly for students to intuitively understand legal subjects through observation activities and stimulate students' interest in the subject, legal and legal theory. Get more flexible use. Second, the frequent simulation court teaching, through the simulation of the court model, allows students to simulate the role of interaction. Through this practical teaching, students are trained to find, analyze and interpret the law in specific cases. Clinic-style legal teaching enables students to better understand the law and apply legal tools in the process of handling real cases.

### 3.3. Strengthening the basic conditions for practical teaching

Practical teaching may require more human and material support than theoretical teaching, such as the need for experimental sites, instructors and experimental equipment. First of all, it is necessary to combine the content system of practical teaching to develop an institutional document suitable for experimental teaching management and further improve it in the experimental process.

Second, try to develop cultural management indicators to control the various forms of practical teaching. Third, establish a specialized practice teaching management and supervision organization to fully guarantee the comprehensiveness of practical teaching management<sup>[4]</sup>.

### 3.4. Multi-faceted practice teaching mode

First, different practical aspects should be designed for different professional theoretical knowledge. Secondly, the practice mode should realize the mutual promotion between theoretical teaching, experimental teaching and student learning. It is applied in the teaching of law and the combination of theoretical teaching and practical teaching is comprehensively established with the legislative organs and judicial organs of the state administrative organs. Contact to create more practice venues for students.

## 4. Conclusion

All in all, the teaching of law in colleges and universities in China should cultivate students' practical ability. Educational institutions should constantly innovate teaching methods and strive to perfect the practical teaching mode. College teachers should learn from foreign advanced teaching methods and research in their own fields to innovate new teaching methods. In this way, we can keep up with the pace of legal education reform and let practice teaching be implemented in teaching, so as to improve the quality of law teaching in China and cultivate more high-quality legal talents for the society.

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