

Discussion on the Teaching Methods of Innovative Law Talents Training in the New Era

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Abstract: What kind of legal talents to train and how to cultivate legal talents is a major issue that needs to be resolved in the transformation of legal education in China. China's current legal education objectives are not accurate, the socialist rule of law concept is not deep enough and it is out of step with legal vocational education, which has led to the lack of legal beliefs, lack of practical innovation ability and difficulty in adapting to the needs of socialist market economy development. Under the guidance of the dual goals of belief and rationality in legal education, deepening the reform of the undergraduate talent training model in China is the fundamental requirement for the integration of legal education and vocational education. It is also the key to realizing the rule of law and building a harmonious society.

1. Introduction

Since the 20th century, the disciplines have become more and more comprehensive and holistic. Many marginal and interdisciplinary disciplines have rapidly formed scales. The high degree of infiltration and interdisciplinary integration has gradually weakened the boundaries between them. Various countries are discussing the issue of how to train new world talents. Although each country has its own ideas and initiatives, it all emphasizes the need to put the intersection and compound of disciplines in a prominent position^[1].

2. New era innovative legal talent training target

After two years of research, the Massachusetts Institute of Technology clearly stated in the "Louis Report" published in 1949: "Technical and social issues are intertwined and intertwined, making the humanities and social sciences a must-have part of the human profession." In a large environment, it means that colleges and universities need to cultivate compound talents with interdisciplinary background and multidisciplinary skills.

3. The innovative transformation of the elements of law talent training mode

3.1. From focusing on the "teacher-based model" to focusing on the "living-based model"

Whether in teaching or in learning, students are always the center. Schools must turn the object of education into the subject of their own education. The educated person must become the person

who educates himself. The education of others must become the education of this person. Students should be the center of the entire teaching process and the teacher's teaching should be based on students. The interactive teaching model is the key to a teacher-centered, student-centered transition. Interaction is first and foremost the interaction between teachers and students. The interactive teaching of teachers and students is mainly in the classroom. The teacher asks questions first, asks the students to answer and then the teacher puts forward his own point of view. Then, the students express their own questions about the teacher's point of view. This will not only mobilize the enthusiasm and initiative of students, but also stimulate the spirit of students to explore and dare to innovate^[2]. The innovation transformation mode is shown in Figure 1.

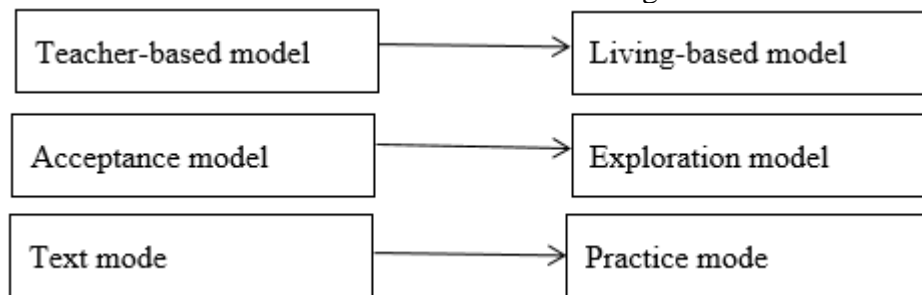


Figure 1: Innovation transformation mode

3.2. From focusing on the "acceptance model" to focusing on the "exploration model"

It is more important for me to give you the method than to give me something. The cultivation of legal innovation talents must complete the transformation of the educational concept of "giving people to fish" to "giving people to fish", so that students can truly A "diners" turned into a "fisherman". People who only know how to eat fish at the dinner table are always learning how to fish, but those who know how to fish can often know how to fish with a fishing net or use other advanced techniques to fish. Then teachers teach students how to learn and it is also an important basis for students to form their own learning methods and breakthrough innovation. After long-term theoretical research and teaching practice, teachers have their own unique methods of research and study. These valuable experiences are tantamount to the students who first entered the academic hall. Therefore, the teachers must not be embarrassed, the sooner this lamp is handed over to the students, the sooner the student can find his own path of inquiry under the light of this light. As for the specific method of transformation, it can be different from person to person by different characteristics of different teachers and students. In our opinion, the writing of academic papers is a rare and good method. This is due to the fact that the academic paper writing process is a comprehensive and complex method that enables students to study their skills in all aspects to the outline, abstract and text writing, is not a comprehensive exercise of students' research ability, of course, this process is inseparable from the teachers' proper guidance.

3.3. From focusing on "text mode" to focusing on "practice mode"

Learning from books and learning from practice are two ways of the talent cultivation process, each with its own advantages and disadvantages. Learning from books is more convenient and faster, while learning from practice is more effective. As a social science, law is first of all a summary of previous experience. Learning book knowledge enables us to quickly understand and master the systematic theoretical system and has a general grasp of the subject of law. But jurisprudence is also a highly practical discipline with political, social and practical characteristics. The essence of jurisprudence is not only the theoretical system, but more importantly, the method of

actually solving the problem. The development of jurisprudence and the cultivation of legal talents cannot be achieved by eating old people. It is necessary to innovate on the basis of predecessors and practice is the soul of innovation. There are many practical teaching methods, schools can be arranged according to their own situation and students can take the initiative to find opportunities for practice. Here we briefly introduce the legal clinic practice teaching in the United States. Legal clinic teaching is a legal and practical course based on the use of doctors in medical schools. In this legal clinic, students form a team that independently solves some of the relatively simple legal issues that people encounter in their daily lives under the guidance of a teacher. In general, they are free and have the nature of legal aid. On the one hand, this practical course enables students to connect theory with practice and consolidate the knowledge they have learned. On the other hand, students analyze and deal with some small cases, which not only cultivates practical ability, but also enhances their sense of social responsibility.

4. Strengthen the evaluation of legal talents

4.1. Establishment of the evaluation system

First, an evaluation committee should be established to complete the organizational construction. Second, the evaluation committee should establish a talent training evaluation system. The content of the evaluation, the specific evaluation indicators and the evaluation procedures are specified. Finally, the evaluation committee organizes the completion of the talent development evaluation activities. For example, the evaluation of the organization of the expert group, the evaluation of the implementation of the program, the collection of evaluation information, analysis and summary, feedback on evaluation information^[3].

4.2. Development of evaluation activities

The evaluation activities mainly include internal evaluation and external evaluation. Internal evaluations include self-assessment and professional evaluation. Self-evaluation is mainly for teachers and students to self-evaluate their own staged results and submit the self-evaluation report to form feedback for reference. The professional evaluation is to form a professional evaluation body by the professional review members and review the various aspects of the teaching to form feedback on the status quo and existing problems in the form of reports. External evaluation is the evaluation of talent cultivation activities by social subjects. It mainly includes: student parents, student internship units and graduates' employment units. The school establishes a long-term and fixed relationship with the subject and collects feedback through the follow-up survey of the group to form the survey results. The evaluation curve is shown in Figure 2.

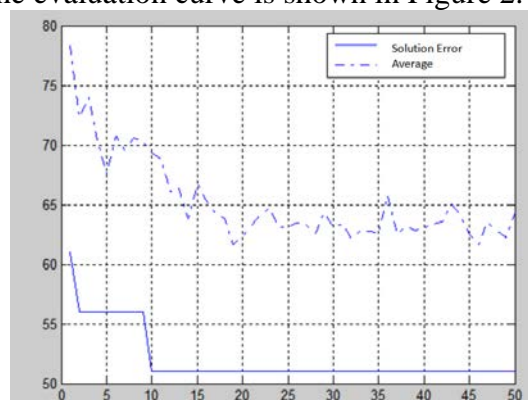


Figure 2: The evaluation curve

4.3. Feedback on evaluation information

The feedback of evaluation information is the last link of the talent training evaluation system and it is also the most important link. As Professor Ye Wei pointed out: "Our purpose is not only to assess the results (whether staged or terminated), but also to understand and explain the facts, but to identify problems in the reform process through evaluation. The different levels of experience and faculty reach a new abstraction of the structure of the classroom teaching process." Therefore, only the information obtained through the implementation of the evaluation system is fed back to the teachers and students to have their own actual teaching and learning. A more objective and true understanding will make it possible to make timely discoveries, adjust the methods and contents of teaching and learning and carry out self-correction in a timely manner to achieve the goal of improving teaching and learning efficiency. Finally, through the summary of the evaluation information, the evaluation results are reported to the school, providing an objective basis for the school's policy adjustment, making the school's decision-making more scientific and facilitating timely targeted policy adjustments in the personnel training activities^[4].

5. Conclusion

The content of education should also pay attention to the update, keeping up with the pace of the times. To do this, we must first speed up the updating of legal textbooks and shorten the writing and publishing cycle of textbooks. Secondly, pay attention to the combination of theory and practice and increase the content related to the living examples of real life in the content of education and cultivate students' ability to analyze problems and solve problems. Finally, if there are conditions, major law schools and law schools can write their own textbooks according to their actual needs, which is not only more targeted but also easier to achieve their desired goals.

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