

# **An Analysis of the Practical Teaching Model of Law Based on the Training Target of Applied Talents**

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**Keywords:** Law Education, Collaboration, Pluralism, Openness, Practical Teaching Model

**Abstract:** the construction of practical teaching mode is an important measure to improve the quality of teaching in Chinese universities. Law is a highly practical and applied discipline. Colleges and universities should take the training of outstanding applied legal talents as the training goal of undergraduate law majors, construct and practice a collaborative, pluralistic, and open legal practice teaching model for colleges and universities to solve traditional problems existing in the practical teaching of law.

## **1. Introduction**

Strengthening the practice teaching of law is an inevitable requirement for the practicality of law discipline. The ministry of education of china has put forward the requirements of “innovative talent training mode” and “focusing on improving practical ability, exploring joint training modes with relevant departments, scientific research institutes, and industry enterprises”. It also implemented the “outstanding legal talent education and training plan”, emphasizing “exploring the mechanism of 'college training of colleges and universities' and practical departments” and “strengthening the teaching of legal practice” in order to improve the quality of training applied legal talents. In this context, how to strengthen the practice teaching of law and improve the quality of training innovative and applied legal talents is the key to solving the contradiction between the cultivation of legal talents in law majors in universities and the needs of social development in the new era.

## **2. Exploring the Importance of a Collaborative, Pluralistic and Open Law Practice Teaching Model in Universities**

The practicality of legal education is its inherent vitality. There is no doubt that practical teaching is an extremely effective way to consolidate theoretical knowledge and deepen theoretical knowledge. In order to explore the practice teaching mode of law in the new situation, China has been advocating the importance of practical teaching for cultivating innovative talents since 2000. It has been the focus of legal education research since 2011. Research results on the reform of university law teaching model to cultivate applied legal talents continue to emerge. However, our country's exploration of the reform of law teaching model in colleges and universities focuses more on the theoretical level. There are few deep-level and systematic research achievements, especially the lack of a systematic research on the theoretical basis of systematically combing the legal practice teaching and a detailed study of collaborative innovation between universities and practical departments. The focus of the reform of the teaching model of law practice abroad is mainly focused on the increase of pure technical aspects such as the law practice of law students. It mainly includes three types of “legal clinic” teaching mode in the United States, vocational education-oriented teaching mode in Australia, and legal education as the premise in Britain and other countries. Although the legal practice teaching has various forms, the research results of the historical basis and theoretical analysis behind the legal practice in the country are few. Therefore, China needs to integrate the comprehensive advantages of legal practice teaching models in universities at home and abroad; combine the theoretical foundation and practical experience of legal practice education reforms at home and abroad; strengthen the cooperation between the legal

department and the practice department of universities; execute a collaborative, diversified, and open legal practice teaching model for legal practice professional needs. The inherent continuity and indivisibility of legal education and practical legal profession in colleges and universities is one of the decisive factors for legal education to combine theory with practical teaching, legal skills training and professional ethics training. The construction and experimentation of collaborative, pluralistic and open law practice teaching mode in colleges and universities meet the requirements of talent training objectives, which is conducive to making full use of the exchanges and connections between universities and political and legal practice departments to build professional teams for law practice teaching. Organically transform the legal knowledge learned by college students into legal vocational skills. Linking the training of talents in universities with the needs of legal practice departments, combining legal skills training with professional ethics training, to achieve an organic connection between legal education and legal practice.

### **3. Construction of a Collaborative, Diversified and Open Law Practice Teaching Model in Colleges and Universities**

Under the new situation, cultivating outstanding law-applied talents suitable for social development has become the consensus of the teaching development of law majors in various universities. However, the practice teaching mode of law in colleges and universities in China is still in the exploratory stage. The core curriculum system to complete the practice teaching of law and the development model of cooperation and innovation and collaboration between universities and practical departments have not been set up. In order to meet the requirements of cultivating innovative and applied legal talents in the process of economic and social development in China, and to effectively solve many long-standing problems in the traditional legal practice teaching model, it is very important to construct and experiment with a collaborative, pluralistic, and open legal practice teaching model in colleges and universities as soon as possible. Specifically, constructing a collaborative, pluralistic, and open legal practice teaching model with experimental universities includes the following: First, collaboration. Collaboration refers to the in-depth cooperation between the department of law of colleges and universities and the legal practice department on the basis of the talent exchange platform established between the two to create a diversified law practice teaching base. The traditional law teaching method focuses more on the transfer of theoretical knowledge, which makes students' thinking confined to one side of the classroom and the three or five textbooks in their hands. The lack of practical exercise opportunities directly leads to the law students' basic requirements for judicial practice procedures and requirements. If they don't understand it, it will be difficult to apply what they have learned. After entering the society, they will find that the theory and practice are inconsistent. Most students need a longer period of adaptation and study in order to deal with various legal matters. This practice ability is poor. The characteristics also exacerbated the difficulty of finding employment for law graduates. In order to solve these problems, when reforming the teaching method of law, it is necessary to carry out necessary reforms to the traditional teaching model with the goal of explaining legal concepts and imparting legal knowledge, and unblock the communication channels between law universities and legal practice departments. The two-way communication mechanism between personnel in the political and legal departments, law schools, and law research institutions has been continuously improved. In addition, it is also necessary to implement a mutual employment plan for law teachers in colleges and universities and the staff of the rule of law department, promote the regularization, professionalization and professionalization of the specialized team of rule of law, and build a training base for rule of law professionals in the field of legal theory education and legal practice. Explore collaborative innovation and cooperation in legal teaching resources and human resources in legal practice between universities and practice departments. Attach importance to the two-way cooperation between the legal education field and the legal practice field, conduct regular lectures on the frontiers of law practice, provide students with opportunities to participate in the routine practice teaching link, and enable the legal education field and the legal practice field to jointly undertake the task of personnel training. Explore the

collaborative innovation and mutual connection of legal practice departments and law universities to build a new platform and model for the training of outstanding applied legal talents. The second is diversity. Diversification refers to the formation of a systematic and phased teaching mode that combines vertical and horizontal practice teaching systems in the practice teaching of law, and to construct a cross-cutting law that runs through the different grades and stages of the undergraduate law major to practice teaching curriculum system. On the one hand, according to the teaching plan of law education, the differences in the knowledge structure of students in different grades in the law major are taken into consideration, and the stage of practical teaching links adapted to different grades is continuously explored. Based on the general acceptance of students, the vertical practice teaching is improved. On the other hand, guided by the concept of “big practical teaching”, exploring the horizontal optimization of theoretical teaching and practical teaching, different grades of theoretical teaching and follow-up of different practical module courses and practical skills lectures, etc. ; meanwhile, integrating the first class of students (theory courses and practical courses) and the second class (quality education) to cultivate students' legal ability, make students clear their own needs, and reasonably construct a horizontal practical teaching system. Law is a highly practical subject. Law schools should formulate an application-oriented legal talents training program in cooperation with China's political and legal practice departments, promote diversity, open innovation, and open up the first classroom (theoretical teaching and practical teaching) and the second classroom (quality education) as a carrier, a diversified practical teaching system with the goal of legal professional competence and professional ethics. At the same time, it is also necessary to ensure that the number of practical teaching hours accounts for 20% of the total teaching hours. In the course of undergraduate law training in colleges and universities, it runs through the legal theory teaching system and practical teaching system. According to the knowledge structure and practical ability of students in different stages of undergraduate education, the teaching is hidden and layered, and the ability training is the main line to improve the talent training program. The third is openness. Openness means that with the development of social needs and law education laws, the law practice teaching model needs to be continuously adjusted. The practice teaching model should implement the stereotyped rigid provisions in the law teaching plan, and at the same time, it should try to maintain principled and prescribed compatibility and diversification. According to the reform goals and teaching characteristics of law education and teaching in the new period, according to the actual situation or innovate flexibly based on individual cases. In the setting of teaching plans, the establishment of learning atmosphere, the application of educational resources, the development of the training process, the support services of students, the monitoring of teaching quality and performance evaluation, etc., combining the characteristics of law teaching and the reality of social development, strengthening universities' continuous exploration in the teaching of law practice.

#### **4. The Implementation Plan of a Collaborative, Pluralistic and Open Law Practice Teaching Model in Universities**

With the development of social needs and law education laws, the practice teaching mode needs to be continuously adjusted. The practice teaching mode should be an open system, and the construction plan should be flexibly innovated according to the actual situation or in combination with individual cases. Under the background that the cultivation of applied law talents in colleges and universities is gradually recognized, the focus of creating this practical teaching mode should be to study how to adapt to the reform process of talent cultivation mode in teaching. According to the practical teaching goals and teaching characteristics, the curriculum design, environment creation, In terms of resource construction, learning support, process implementation and activity organization, combined with the characteristics of the practice teaching of law majors, the form and content of the practice teaching mode are continuously optimized, including the following four aspects:

(1) Basic theoretical assumptions for determining the practice teaching mode of law

The basic theoretical hypothesis of the legal practice training model is an effective and important

means to develop a collaborative, pluralistic, and open legal practice teaching model. In the selection of several legal practice education modes, the case teaching method has the advantage of lower cost. It does not require additional space or financial support and is easy to implement in colleges. And itself needs to rely on the setting of specific courses, and can start case discussions when teaching departmental law. But its problem is that it needs to rely on and is limited to the implementation of specific courses. Because the simulated court teaching method is carried out in the school, each university can control and adjust the facts of the teaching method flexibly according to its own different teaching plan design and training plan, so as to ensure its teaching quality. In the simulated court, under the guidance of teachers, students can directly realize the dual transformation of thinking and roles from “college law students” to “legal practitioners.” This can not only encourage students to experience the impact of role transformation, but also greatly improve their practical ability. In short, in the face of a diverse social background in the demand for legal talents, universities should explore an open legal practice teaching model. There are advantages and disadvantages to different teaching models. Facing the practical needs of social development, legal education in colleges and universities should respond to the call for outstanding applied legal talent training programs and the national “innovative talent training model”, and make choices based on different student training programs and practices.

(2) to build a collaborative innovation platform for law practice teaching in colleges and universities

Explore a diversified school-running model of legal education, legal practice, and legal research institutions. This needs to make full use of the two-way resources inside and outside the school to fully integrate legal theory teaching and legal practice training, legal education planning and the actual needs of society. In law education, the guidance of theoretical learning should be the responsibility of those who have a deep professional theoretical foundation, are familiar with the teaching content, and can accurately grasp the key points, difficulties and system requirements of teaching. This part is undoubtedly professional teachers' strength in the school. At the same time, legal education also needs to impart sufficient professional work experience and real opportunities to access judicial practice. These are what the off-campus experts and practice base can provide. The collaborative innovation platform for legal practice teaching in colleges and universities should cooperate and innovate in terms of the training objectives of legal professionals in colleges, phased apprenticeship training, legal skills training, and research on the results of graduation thesis and frontier legal practice instruction and teaching platform. Strive to broaden the practical teaching links of colleges and universities, and make full use of teachers' resources on the campus while hiring senior legal experts, scholars, judges, prosecutors and lawyers from outside the school to guide practical teaching. Actively establish off-campus practice bases to provide students with a diverse and open platform for practical ability training. In the field of practice course group construction, cutting-edge practice lectures, and conventional practice teaching, explore how to give full play to the advantages of the legal practice community and allow them to participate in the practice teaching of law majors. It breaks the traditional closed teaching model of law practice with colleges as the mainstay. Strengthen the cooperation with the judicial practice department practice base, and strengthen the training of students' practical skills through the guidance of public staff, prosecution, law, lawyers and other practical staff, lectures, case sharing, simulated court activities, and court hearings. Utilize the hot cases in practice, carry out the study and observation of real cases under the guidance of the instructors of the practical department. Strengthening in-depth cooperation between universities and legal practice departments such as off-campus enterprises and institutions, public inspection law, law firms, etc., will help cultivate professional senior legal professionals with solid professionalism, proficient business skills and strong adaptability.

(3) Improve the training program for applied legal talents at the undergraduate level of law

The applied talents of law refers to those who have a solid theoretical foundation and professional qualities, and at the same time, they can quickly transform their theoretical knowledge reserve into flexible talents who can solve practical problems through practical processes. The training system for applied talents in law includes three parts: a professional theory curriculum

system, a professional practice teaching system, and a professional quality education system. The emphasis is on cultivating legal talents who have a solid knowledge of legal theory and skilled legal professional skills. On the one hand, according to the goal of law training and the guidance of the “big practice teaching concept”, it is necessary to consider the differences in the knowledge structure between law students of different majors, explore the setting of practice teaching links with grades and professional levels, and scientifically crisscross the structure. Diversified legal practice teaching system. The specific performance is: according to the students' ability to grasp the knowledge structure of legal theory and the practical operation of legal practice at different stages of undergraduate law education, combined with the establishment of the core curriculum group of the legal theory curriculum system of the Ministry of Education, the construction can fully reflect the characteristics of legal education Layered vertical practice training system; at the same time, it is interspersed with the horizontal practice teaching system guided by the concept of “big practice teaching”, giving full play to the advantages of the legal practice field, allowing practical departments to participate in the practice teaching links of law majors in colleges and universities, and enriching the different knowledge structures of law students who follow up the undergraduate lectures on legal practice and teaching of legal practice skills. The vertical practice teaching system and the horizontal practice teaching system are mutually coordinated and complementary, and jointly promote the mutual development of the first class of law students with legal theory knowledge and legal practice skills training and the second class of student quality education development. Cohesion and organic coordination. Explore the establishment of a criss-cross, organic and coordinated legal practice teaching system for the comprehensive development of theoretical knowledge, practical ability, professional ethics, and comprehensive qualities of law majors in colleges and universities. On the other hand, construct a multi-practice teaching platform combining theory with practice. Through the establishment of different practice teaching links at the undergraduate level in colleges and universities, the multi-dimensional practice place that combines the practice department outside the school and the department inside the school is enriched, and a multi-dimensional law practice teaching model in which law schools and politics and law departments cooperate is constructed. On the basis of making full use of the existing educational practice resources and practical ability training resources on campus, the college law school explores the introduction of legal practice skills and skills training models of off-campus law firms, courts, procuratorates and other political and legal practice departments, and continuously expands the extension of practical teaching. Make full use of theoretical and practical resources inside and outside the school, so that the theoretical teaching and practical teaching can be diversified to comprehensively enhance students' knowledge of legal theory, legal practical ability and comprehensive quality. Finally, explore the layered practice teaching form to realize the diversification of practice teaching form. In practical teaching, according to the training goals of undergraduate law students at different stages and at different levels, the practical teaching of practical lectures, practical teaching modules, and practical courses is gradually implemented; exploration of semesters and vacations, apprenticeships, ability training, and graduation Interlinked and organically coordinated legal practice teaching modules such as internships. Under the diversified legal practice teaching form, the traditional legal education is emphasized on the theoretical knowledge education, and the legal practice ability training is fragmented into a systematic legal practice teaching mode.

#### (4) Improve the supporting facilities for legal practice teaching mode

The construction and development of the law practice teaching mode in institutions of higher learning is a systematic project, and its standardized operation has higher requirements for the coordination of related supporting systems. Explore the formation of relevant systems to ensure the standardized operation of legal practice teaching modes including innovative credit system, student tutoring system, practical teaching syllabus, practical teaching management system, practical teaching quality monitoring system, practical teaching assessment system, and practical performance evaluation system. The supporting system is combined with legal theory education and practical teaching in colleges and universities to co-build a diversified and open comprehensive

legal practice teaching model.

## 5. Conclusion

It is an important and urgent task to cultivate the application-oriented legal talents that meet the needs of the construction of a socialist country ruled by law. This needs to run through the “student-oriented, emphasis on the coordinated development of knowledge, ability, quality” education concept, grasp the major historical opportunity of the development and reform of legal higher education. In addition, it is necessary to closely focus on the core task of improving students' practical quality and innovation ability, and to develop legal professional skills and professional ethics as the starting point to explore the practice teaching mode and operating mechanism of law majors that meet the nature and professional needs of disciplines. Colleges and universities should seize this opportunity, make full use of teaching resources both inside and outside the school, explore collaborative, pluralistic, and open practical teaching modes, and complement each other through mutual cooperation in time and space to effectively make up for the shortcomings of various practical teaching forms. Moreover, the promotion of students' comprehensive legal literacy should be taken as the orientation and the foothold and a cooperative, plural, and open legal practice teaching model should be constructed to solve the problems existing in traditional legal practice teaching.

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