

Exploration on the Training Mode of Applied Legal Talents under the Background of New Liberal Arts

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Abstract: The construction of new liberal arts puts forward the new requirements of The Times for the cultivation of legal talents in applied universities. Influenced by the traditional concept of legal education, the training of legal talents in application-oriented universities generally has many difficulties, such as lagging Internet thinking, lack of interdisciplinary integration, poor research learning effect, and weak teaching staff construction. Applied university need to strengthen digital education concept based on the rule of law, focus on big data and artificial intelligence, improve the important role of legal laboratory talents in law, play to the characteristics of school rule of law resources advantage, innovation practice teaching mode, efforts to create interdisciplinary integration of law, to adapt to the digital information revolution of new arts new law, to enhance the education level of law.

Keywords: New liberal arts; Applied; Law talents; Law major

According to the social demand of law professionals, modern colleges and universities in the implementation of professional personnel training, need according to the needs of the rule of law society construction, increase the cultivation of applied legal professionals, should ensure that talent legal professional knowledge use ability and legal practice problem solving ability, that social harmony and stable development contribute more power. In terms of the current teaching situation of law major, there are still problems in the lack of cohesion and the external environment in the practical teaching, so it is inevitable to implement the reform of professional practice teaching.

1. The practical significance of the reform of the new liberal arts law talent training mode

1.1 The necessary requirements for deepening the reform and development of legal education

The development of modern science and technology has a profound impact on the reform and development of law discipline, especially the wide application of new technologies such as Internet, big data, virtual technology and artificial intelligence, providing a new way and method for legal practice and legal research, but also provides a new resource and platform for the training of legal talents^[1]. The Internet and artificial intelligence can support online education and learning, providing more flexible and extensive educational resources and platforms, and virtual technologies can create virtual legal situations to help students better understand legal theory. These changes and trends require that the cultivation of legal talents should be consistent with the development of information technology and social and economic changes^[2].

1.2 The professional orientation of improving the quality of legal personnel training

The training of legal professionals needs to change from the traditional knowledge indoctrination education mode to the ability training education mode, Using innovative thinking and scientific methods, Promote the interdisciplinary integration of law and other disciplines, Explore a new model of cross-border training of legal talents, At the same time, according to the actual demand of the law students' employment market, Actively explore school-enterprise cooperation, school-local cooperation and other cooperation modes, Provide them with diverse training in legal knowledge and skills, To cultivate compound legal talents with innovative thinking and practical ability, To make the law major students have better adaptability and competitiveness, To meet the needs of the society for legal talents, At the same time, it also provides students with broader career development opportunities and development space, To

realize the effective connection between talent training and social needs^[3].

2. Problems existing in the training of applied law talents under the background of new liberal arts

2.1 The degree of interdisciplinary integration is not deep enough

First, the teaching content lacks a comprehensive nature. Traditional law professional teaching content mainly focuses on the legal knowledge, the content of other disciplines involves less, this single subject setting and teaching content not only limits the law major students learning and development, and makes students often lack of understanding and attention of emerging disciplines, for the modern information technology revolution response ability is insufficient. Second, teachers' interdisciplinary background is not deep. Traditional law teachers lack the knowledge of other disciplines, making it difficult to realize interdisciplinary teaching. Teachers' professional background limits their teaching content and methods, which makes it difficult for them to introduce the content of other disciplines and carry out research-based learning with less practice. Third, the students' interdisciplinary learning ability is insufficient. In the learning process, traditional law students are less involved in other disciplines, with a relatively single knowledge system, lack of interdisciplinary ability and thinking habits, difficult to adapt to the complex social workplace needs, and unable to keep up with the development of The Times.

2.2 The concept of legal education lags behind

Some universities legal education focus on knowledge, emphasize students grasp the basic knowledge of law and case analysis, one-sided pursuit of national unified legal profession exam pass rate, the law professional students' practice ability, innovation ability and digital application ability training is lacking, unable to meet the needs of The Times and the requirement of the rule of law talent, deviated from the nature of legal education. In some colleges and universities, the connection between the law major and the actual needs of the society is relatively weak, lack of in-depth communication and cooperation with the actual needs of industries and enterprises, unable to accurately grasp the social needs and development trend, ignore the future development of students and the social demand for legal talents, which is not conducive to the cultivation of students' core literacy.

2.3 The teaching staff is relatively weak

First, the educational background structure is not excellent. The number of young and middle-aged doctoral teachers in law is small, the age structure is large, it is difficult to introduce research-oriented teachers, and there is a teacher echelon fault and lack of succession. There are fewer academic leaders (PI), and it is difficult to create high-level scientific research and innovation teams. Second, the structure of disciplines is single. Law teachers lack interdisciplinary and diversified academic background, limited teaching and scientific research vision, and low academic level, unable to lead students to carry out innovative learning, and it is difficult to meet the needs of interdisciplinary and comprehensive talents for the construction of new liberal arts. Third, the practical operation ability is not strong. Teachers generally lack in-depth understanding and analysis of legal practice, focus on teaching classroom theoretical knowledge, and neglect experimental teaching.

3. Optimizing the training path of legal talents in applied universities

3.1 Follow the concept of “new liberal arts” and create a characteristic curriculum system

The interdisciplinary courses are added to the legal talent training program. On the one hand, the process of cultivating applied legal talents in the new era should use intelligent and information means, and make full use of online virtual teachers, adaptive learning system and virtual reality technology to provide personalized guidance for students; on the other hand, the interdisciplinary and integration of curriculum, including both science and engineering and other liberal arts courses. At the same time, some practical operation courses should be appropriately set up, such as “lawyer business computer programming” and “extraction technology of legal big data”, so as to effectively integrate majors and emerging technologies. The purpose of adding the above courses to the training program is to improve the construction of students' composite knowledge and skill system.

3.2 Follow to the development of The Times, change the concept of education

First of all, we should pay attention to the cultivation of professional core quality. Attention should be paid to cultivating students' skills of basic legal skills and legal literacy, especially in jurisprudence, legal logic, legal document writing, etc., to ensure that students have a solid legal foundation and high legal literacy, and have the ability of self-learning and lifelong learning. Secondly, it is to strengthen the cultivation of practical ability. Applied university law is not to cultivate research and academic legal talents as the goal, and should be to cultivate application skilled legal talents as the training goal, increase the proportion of practice teaching link, course design outstanding times, pertinence, application, and better to learn theoretical knowledge of law and legal practice scenario, improve

its solve practical legal problems and the ability to deal with complex situation. Finally, we should strengthen the cultivation of innovation ability. Encourage students to explore the thinking Angle and method, improve the innovation and effectiveness of problem solving, promote based on local applied undergraduate college students innovation ability training OPCC innovation education idea and teaching reform measures, guide students to participate in the field of law, improve the students' academic research ability and scientific research innovation ability. Therefore, the law major of applied universities should strengthen the contact and cooperation with the industry and enterprises, listen to and pay more attention to the needs and development trend of the local society, and timely adjust the talent training objectives to meet the needs of the society for law talents.

3.3 Form a diversified team of law teachers

We will expand the ranks of practical teachers. To strengthen the introduction of practical talents, the introduction standards can increase the practical experience, professional practical ability evaluation, such as: legal affairs handling, legal documents writing, legal opinions to examine their practical ability. At the same time, to build an applied law teaching team. Promote law professional teachers to take temporary posts in relevant legal departments for training, and update and adjust the teaching content. Experts from legal practice departments and emerging fields will be invited to serve as part-time teachers to help students master knowledge in various fields by sharing practical cases and work experience.

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