

The Present Situation and Prospect of Legal Education in China

Xiang Liu

School of Law, Hunan University of Technology and Business, Changsha City, Hunan Province 410205

Abstract: The quality of legal education in China is directly related to the process of the construction of the rule of law. However, the current situation of legal education in china is characterized by practical teaching deficiency, lack of clear standards for the training goals and educational methods of legal talents, and unbalanced legal teaching resources in the eastern and western regions. We should adjust the mode and concept of education, optimize the allocation of resources, and pay more attention to theory and practice. To develop legal education in an all-round and in-depth way.

Keywords: Legal Education In China; Legal Education Goal; Practical Education; Coordinative Development

Introduction:

Legal education is an important part of higher education. As the main position of legal talents training, how to train legal talents to meet the needs of the country and society is a problem that must be paid attention to. Legal education should attach importance to quality, reasonable discipline setting, broadening students' knowledge, theoretical education and practical education. Facing the problems in law education and finding a good way to deal with the difficult situation is the prerequisite for law education to develop better. The ultimate goal of legal education is that the talents trained by universities are adaptable domestically and competitive internationally.

1. Current situation of legal education in China

1.1 Legal education focuses on theory but lacks practice

Chinese traditional law education teaches knowledge in a single way. At the undergraduate stage, only the theoretical knowledge of the law major is obtained through the teacher's classroom explanation. Of course, law is a very professional discipline, if you want to learn law well, you must strengthen the study of theoretical knowledge. The way of teaching knowledge in class is also one of the effective ways to learn theoretical knowledge well. At present, however, the combination of theory and practice is often neglected in Chinese university legal education. But these test scores alone do not reflect students' ability to apply the law. First, law is a practical discipline. As U.S. Justice John Holmes once said, "the life of the law lies not in logic but in experience." Legal theories learned in the classroom can be difficult to deal with in complex cases that confront reality without a wealth of practical experience. the legal education cultivates the rule of law talented person is the future facing the government, the court, the law firm and so on the institution. Excessive legal theory education will make it difficult for law graduates to embark on the path of professional development when they first graduate, which will affect the efficiency of the process of legal governance in the country^[1].

1.2 Inaccurate positioning of Legal personnel training

After China's reform and opening up, China's legal education began to develop rapidly. The rule of law is necessary for the governance of society and the maintenance of order, and the legal professionals trained by universities are fundamental to the development of the rule of law. Since the current position of law education in undergraduate level in China is "general education", the enrollment scale of law education in universities nationwide has been expanding since the 21st century. Many universities without legal education qualifications have followed suit, but the result is that a large number of law graduates find themselves in an awkward position in employment. The apparent reason is that the job market has reached a stage of saturation of demand for legal talent, and the

number of graduates that the public sector, such as the government, can absorb is very limited. The direct result is that the employment rate of law graduates is significantly lower than that of other majors.

1.3 Uneven resource allocation of Legal Education in China

In 1978, there were only five universities in China that admitted law majors, but then a massive expansion of enrollment led to a sharp increase in the number and size of legal education. As a result, the supply and social needs of law graduates are in a state of imbalance. A large number of schools offer law courses, but the quality of legal education varies widely from school to school. There is a huge gap between the teaching forces of elite universities and those of ordinary universities. Normal universities have scarce resources for teachers, some of whom specialize in law education even with a background in philosophy and political science. This makes it difficult for law students at ordinary universities to acquire specialized legal knowledge, and these graduates do not have a great competitive advantage in employment. Moreover, the study platform and resources offered by famous universities in China are completely different from those offered by ordinary universities. Famous universities often have abundant resources through their alumni circle. The employment space for law graduates in ordinary universities is relatively narrow.

2. Prospect of Legal Education in China

2.1 Practical legal education needs to be a key objective of legal education

Theoretical knowledge of the curriculum should be combined with moot courts, legal clinics and legal practice in university legal education. At the same time, the single mode of evaluation of teaching results should be changed. The evaluation of undergraduate students should not be limited to the final exam results, and the evaluation of graduate students should not be limited to the thesis. It is necessary to form a deep integration of law colleges and practice departments and implement the synergistic development of law education and practice departments. It is not possible to divide a legal education into legal education with the sole aim of passing an examination and receiving a degree. To strengthen the practical training of students and focus on their practical skills, students must be guided to solve practical legal problems in practice. In practice, students should develop the ability to write legal instruments, understand and apply legal provisions, and master the specific procedures of litigation^[2].

2.2 Clear positioning of legal education talents

Some universities with poor teaching quality should be disqualified from running schools, and universities should improve their teaching ability and pay attention to the high-quality development of legal education. Each university should create its own characteristic training mode. Each university's law school should provide quality courses and develop its own brand of courses to achieve breakthroughs in law education. At the same time we should broaden the knowledge of students and pay attention to the intersection with other humanities and social disciplines while deeply studying the theoretical knowledge of law. The training of legal talents should be oriented towards national economic construction and legal profession, and the contents and methods of legal education should be adjusted according to the characteristics of universities themselves. The orientation of legal education can be based on the original "general education", raise the threshold of legal education and appropriately reduce the size of enrollment, so as to improve the current teaching quality and then improve the training quality of legal talents.

2.3 Promoting the Balanced Development of Legal Education

The size of law education varies greatly between eastern and western China, but that doesn't mean simply expanding enrollment in the western region. The level of economic development and the total population in the western region objectively determine the demand for law graduates. However, the western region of China bears the burden of the country's "Great Western Development" and "Belt and Road" major strategies, so the quality of legal education in the western region must be improved. First of all, the education department should make measures to tilt the education funds to the west to solve the serious imbalance in the distribution of education funds. Secondly, let the universities in the east support the universities in the west. Teaching can be synchronized through a web-based platform, so that less developed regions, which play an important role in the country's economic and social development, also have access to quality educational resources. Experts and scholars from the eastern and western regions can jointly design curriculum systems and jointly develop high-quality textbooks to create conditions for the balanced development of legal education in the eastern and western regions^[3].

Conclusion

At present, there are some problems in China's legal education, such as the lack of effective practical teaching, the imprecise orientation of legal professionals, and the development of legal education in the eastern and western regions. Therefore, the training mode, target orientation, resource allocation and evaluation mechanism of legal education must be optimized. At present, the law

education reform may be a feasible solution to the increasing crisis of employment of law graduates and the “derailment” of social practice. At the same time, the improvement of legal education cannot be carried out by universities alone, but requires the support and cooperation of the state and society, so as to promote the development of the rule of law.

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