

Application of Interactive Teaching Method in the Teaching of Civil Procedure Law

Shuxian Tang

Jilin Justice Officer Academy, Changchun, Jilin, 130062, China

Abstract: This paper aims to analyze the application and value of interactive teaching method in the teaching of “Civil Procedure Law”, so as to improve the teaching effect and guide students to form critical thinking. This article first introduces the definition, concept, and characteristics of interactive teaching method, and elaborates on the problems and advantages of interactive teaching method through a review of relevant research at home and abroad. Subsequently, using specific cases as carriers, this article explores how interactive teaching methods can play a role in the teaching of “Civil Procedure Law”. Finally, based on teaching practice, some strategies are proposed to promote innovation in the teaching of “Civil Procedure Law”.

Keywords: Interactive teaching method; Civil procedure law; Teaching application

With the transformation of educational models, traditional one-way indoctrination teaching methods have gradually exposed their limitations. In the field of legal education, especially in the rigorous and systematic curriculum of “Civil Procedure Law”, it is even more necessary to break through traditional models and carry out teaching innovation. The interactive teaching method has emerged in this context, attracting more and more educators’ attention with its creative teaching activities and high level of participation.

1. Overview of Interactive Teaching Method

1.1 Definition and Philosophy

Interactive teaching method is a kind of teaching method that focuses on full communication and interaction between teachers and students. It emphasizes the participatory, interactive and practical nature of classroom teaching, and is student-centered, guiding students to active discussion, cooperative learning and innovative practice in order to enhance students’ sense of active learning. The core idea of the interactive teaching method is to establish an equal and friendly classroom atmosphere, stimulate students’ interest in learning, cultivate students’ critical thinking, and improve their problem-solving ability and teamwork ability^[1].

The interactive teaching method has the following characteristics:

1.1.1 Innovation in teaching mode: the interactive teaching method breaks the traditional one-way indoctrination teaching mode, advocates interaction and collaboration between teachers and students, and improves the activity of classroom teaching.

1.1.2 Outstanding student-centered status: the interactive teaching method emphasizes that students are active builders of knowledge, encourages them to actively participate in classroom discussions and practical activities, and enables them to transition from passive acceptance of knowledge to active exploration of knowledge, thereby exercising their abilities.

1.1.3 Emphasis on ability cultivation: the interactive teaching method attaches importance to the cultivation of students’ ability, emphasizing the cultivation of students’ critical thinking, team cooperation and innovative consciousness, so as to improve students’ ability to solve complex problems.

1.1.4 Timely feedback: the interactive teaching method emphasizes instant communication between teachers and students, enabling teachers to timely understand students’ needs and progress, and provide effective guidance and teaching feedback.

1.2 Current Research Status and Existing Problems at Home and Abroad

Research on interactive teaching methods is gradually increasing both domestically and internationally. Foreign studies have shown that the classroom effect of using interactive teaching methods is significantly better than traditional teaching methods, which is conducive to improving students’ learning interest and initiative, and is easier to cultivate students’ practical application abilities.

The research on interactive teaching method in China generally believes that it can effectively compensate for the shortcomings of traditional teaching models, highlight the student-centered status, and be widely applied in teaching practice. However, there are still many problems in the practical application of interactive teaching methods:

1.2.1 Difficult role transformation of teachers: many teachers are accustomed to traditional teaching methods and find it difficult to adapt to interactive teaching models. Some teachers are not proficient enough in actual classroom operations, resulting in poor teaching effectiveness^[2].

1.2.2 Insufficient student participation: due to factors such as classroom time constraints, differences in student learning habits and abilities, some students experience insufficient participation in interactive teaching processes.

1.2.3 Insufficient teaching resources: interactive teaching methods require teachers to have rich case resources and diverse teaching scenarios, and some regions and schools lack corresponding teaching resource support.

In response to the above issues, the future development of interactive teaching methods needs to strengthen teacher training and professional development, improve the allocation of teaching resources and optimize the teaching environment, in order to better promote the practical application of interactive teaching methods in classroom teaching, and provide effective ways to improve education quality and cultivate talents.

2. Advantages of Interactive Teaching Method in Teaching of Civil Procedure Law

2.1 Enhancing students' interest in learning

The Civil Procedure Law involves highly specialized legal knowledge and concepts, and if traditional teaching methods are used, it can easily make students feel bored and difficult to understand. The interactive teaching method is characterized by sufficient teacher-student communication and student participation, which can guide students to actively participate in discussions, questions, and answers, thereby cultivating students' interest in Civil Procedure Law. For example, through case analysis methods, teachers can guide students to conduct in-depth analysis of the practical issues involved in civil procedure law rules, thereby stimulating students' interest in learning.

2.2 Strengthening the cultivation of students' critical thinking

The interactive teaching method encourages students to express their opinions in the classroom, and teachers can guide students to express their opinions through questioning, setting up scenarios, and other methods. In this process, students can develop their critical thinking ability through discussions, exchanges and debates with other students. In addition, when analyzing specific cases, teachers can encourage students to think from different perspectives, make reasonable judgments, challenge existing viewpoints, and thereby enhance their understanding of the concepts and principles of civil procedure law^[3].

2.3 Promoting the understanding and application of teaching content

The interactive teaching method in civil litigation law teaching is beneficial for students to transform abstract legal principles into specific knowledge applications. Teachers can enable students to understand and experience the specific application of civil procedure law and solve practical problems through case analysis, role play, Moot court and other teaching methods. This hands-on experience helps students combine abstract theories with practical situations, deepening their understanding of civil procedure law.

3. Specific Application Cases of Interactive Teaching Method in Teaching of Civil Procedure Law

3.1 Role playing method

Implementation steps of role playing:

3.1.1 Role allocation: teachers assign different roles to students (such as plaintiff, defendant, lawyer, judge, etc.), allowing students to fully understand the status, responsibilities, and rights of different roles in civil litigation;

3.1.2 Scenario setting: teachers set specific scenarios for selected cases to make it easier for students to immerse themselves in their roles and stimulate learning motivation;

3.1.3 Role display: students show their views, cross examine and debate in the Moot court process according to their assigned roles, and experience the process of civil litigation;

3.1.4 Teacher comments: teachers comment on the performance of students' role-playing, give affirmation or propose improvement suggestions;

3.1.5 Summary and reflection: teachers guide students to summarize the entire role-playing process, explore the legal principles behind the case, and deepen their understanding of the knowledge system.

3.1.6 Teaching example of civil procedure law based on role playing method:

Taking infringement disputes as an example, teachers can design a Moot court situation for identifying the responsibility for traffic accidents, and students can play the roles of plaintiff, defendant, lawyer, judge, etc. During the role-playing process, students need to engage in debates on facts, evidence, and compensation for damages, and experience the rights and obligations in civil litigation.

3.2 Group discussion method

3.2.1 Implementation steps of group discussion method:

3.2.1.1 Grouping: teachers divide students into several groups, and the number of members in each group should not be too large to facilitate efficient discussions;

3.2.1.2 Discussion on topics: teachers propose specific discussion topics or questions based on the teaching content of the Civil Procedure Law to guide students in their discussions;

3.2.1.3 Group discussion: students engage in group discussions, exchanging and sharing ideas on topics or issues raised by the teacher;

3.2.1.4 Achievement report: each group selects representatives to report the discussion results to the entire class, showcasing the perspectives and solution strategies of different teams;

3.2.1.5 Teacher comments: teachers comment on the discussion results of each group, clarify correct viewpoints, and point out shortcomings.

3.2.2 Teaching example of civil procedure law based on group discussion method

When explaining the evidence system in civil litigation, teachers can design a question about the allocation of burden of proof. The student groups have a discussion on this and delve into the provisions of evidence presentation and cross examination in civil litigation. After the discussion in each group, the representatives present their group's viewpoints and analysis to the entire class.

3.3 Interactive teaching method

3.3.1 Implementation steps of interactive teaching method

3.3.1.1 Questioning: When explaining the knowledge points of civil procedure law, teachers intersperse and ask questions to guide students' thinking;

3.3.1.2 Answer: students are encouraged to actively answer questions and increase participation;

3.3.1.3 Explanation: teachers provide explanations to students' answers, providing in-depth legal knowledge;

3.3.1.4 Supplement: if conditions permit, teachers can provide supplementary content such as relevant cases and video materials to enhance students' understanding of the knowledge points.

3.3.2 Teaching example of civil procedure law based on interactive teaching method

When explaining the filing process of civil litigation, teachers can ask questions such as "What is the role of the filing review system in preventing unreasonable litigation?" Students actively answer, and teachers provide answers and further explain the filing process and its significance for civil litigation. Continuous problem interaction can enhance students' interest and deepen their understanding of the knowledge system.

4. Conclusions

Through the analysis and discussion of the interactive teaching method in the teaching of civil procedure law, a conclusion that the interactive teaching method has significant advantages in improving the teaching effect and cultivating students' critical thinking ability can be drawn. Therefore, educators should actively attempt to adopt interactive teaching methods in the teaching of civil procedure law, in order to promote the reform and innovation of teaching methods.

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