

# Reform Strategy of Civil Law Teaching Mode in Colleges and Universities in the New Era

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**Abstract:** With the vigorous development of China's social economy, it also ushers in a new stage of development, makes the status and role of laws and regulations more significant. Many colleges and universities have law majors, and the civil law course is a basic course and a required course. Therefore, teachers need to break through teaching barriers and teaching bottlenecks, and actively build a new teaching mode, so as to provide high-quality teaching services for students. Specifically, as a teacher of civil law course, he should bear the teaching responsibility of cultivating comprehensive legal talents for social development and national construction. He needs to change the teaching concept and innovate the teaching thinking to build an efficient classroom, optimize the top-level design, attract students to devote themselves to the course learning and teacher-student interaction, and finally achieve good teaching effect of civil law course. How to promote the reform of civil law teaching mode in Colleges and Universities Based on the background of the new era is an important issue for teachers to solve urgently. This paper will carry out in-depth exploration around this issue, in order to benefit teachers.

**Key words:** New period;Colleges and Universities;Civil law courses;Teaching mode; Reform strategy

## Introduction

Based on the background of the new era, with the vigorous development of social economy and the upgrading and optimization of industrial structure, the laws and regulations formulated by the state play a vital role in protecting the legitimate rights and interests of the people. At the same time, all walks of life are in urgent need of high-quality legal talents. In order to adapt to the development trend of modern education and teaching, law teachers in Colleges and universities need to clarify the teaching objectives of law courses in combination with the social development trend and the demand of the talent market, and under the guidance of feasible objectives, change teaching ideas, innovate teaching methods, enrich teaching content, and strengthen practical training, so that students can acquire knowledge pointsOn the basis of skill points, applying them to real life can effectively improve their professional ability and legal literacy. Among them, civil law reflects the current social and economic development status and people's living conditions in the form of law, and occupies an important position in the social legal system. Therefore, college civil law teachers should build a new teaching mode under the "student-centered" teaching concept, fully highlight the educational value of civil law course, and promote the all-round development of students. Based on this, this paper takes the author's teaching experience as the starting point, analyzes the necessity of the reform of the teaching mode of civil law in Colleges and universities, and puts forward the specific reform path, aiming to provide reference for the teachers of civil law to carry out teaching research.

## 1 The necessity of the reform of civil law teaching mode in Colleges and Universities

### (1) Social development needs

At this stage, many colleges and universities in China have set up law majors, but according to the author's practical investigation, the law teaching is seriously divorced from the legal profession, which can't effectively train students' professional skills and cultivate their legal literacy, leading to their incompetence for future legal positions. The root cause of the above problems is that there are many problems in Teachers' teaching methods and teaching modes. Under the traditional teaching mode, teachers mostly use indoctrination and cramming teaching methods to carry out teaching activities, which leads to the teaching mode becoming lagging and boring, and unable to meet the needs of the cultivation of modern legal talents. In addition, the civil law course teachers also have the problem of emphasizing theory and neglecting practice. In order to improve this teaching situation, teachers should not only impart knowledge, but also cultivate ability, so as to lay a solid foundation for students' subsequent adaptation to social life and docking work. In general, it is urgent for teachers to promote the reform of teaching mode.

### (2) Nature of civil law course

As we all know, civil law course is a basic course for law majors. It occupies an important position in the teaching of law majors in Colleges and universities, and has a strong theoretical and logical nature, and contains detailed and complex course content. Based on the nature of this course, teachers need to reform the teaching mode to highlight the theoretical frontier and practical application of civil law teaching content. Specifically, in addition to explaining the content of the textbook, teachers should also focus on training students' application ability and practical ability, so as to help them form legal thinking and lay the foundation for their further study and development.

### (3) Students' development needs

When teaching the course of civil law, teachers should try to take effective measures to integrate theoretical teaching and practical education, and integrate professional education and vocational education, so as to meet the needs of students' development. However, combined with the author's classroom response and after-school feedback, we know that different students have different cognitive levels, personality characteristicsBasic level and hobbies. Therefore, in order to meet their personalized development, teachers need to

formulate different teaching objectives for different students, choose different teaching contents, and provide different guidance and help in combination with their different career plans. Ultimately, they can stimulate students' interest in learning, promote their personality development, and achieve good civil law teaching results.

#### (4) Required for judicial reform

With the extensive publicity and in-depth implementation of the domestic judicial reform, judges, prosecutors, lawyers and other related professions have put forward higher requirements and standards for the cultivation of legal talents. It is necessary for college civil law teachers to innovate the teaching mode according to the requirements. Based on this, when teachers carry out practical teaching, they need to closely combine the content of civil law with the judicial examination, so as to achieve a virtuous cycle. In addition, with the transformation of social needs and the innovation of science and technology, the traditional teaching mode is facing new challenges. Teachers of civil law course need to change their previous teaching methods and teaching ideas, and explore appropriate opportunities to introduce new teaching methods, such as case teaching method, situational simulation method and discussion teaching method, to improve the teaching mode. Finally, it can realize the organic unity of theoretical explanation and practical exercise.

## **2 The reform path of civil law teaching mode in Colleges and universities in the new era**

### (1) Changing teaching concepts

Teachers of law courses in Colleges and universities should undertake the mission of explaining theoretical knowledge and imparting practical skills. In the actual teaching process, teachers did not keep pace with the times in innovating teaching methods and reconstructing teaching mode, which led to the imbalance between theory and practice teaching, and did not organically combine classroom teaching with actual training, resulting in the lack of rationality and comprehensiveness of civil law teaching. Finally, the teaching effect of the course is not good. Based on this, teachers of civil law course should change their teaching philosophy from the following two points: first, fully highlight the students' classroom status, build a student-centered main body model, and establish an equal and harmonious teacher-student relationship with students through transposition thinking, which can ultimately create favorable conditions for subsequent course explanation. The second is to build a quality-oriented education model. At this stage, many law teachers in Colleges and universities are still restricted by exam oriented education, which leads to many problems in actual teaching. Specifically, the curriculum system set by most civil law teachers tends to be academic, focusing on cultivating students' basic knowledge, which leads to students' lack of practical ability and incompetence for legal posts, and also limits the long-term development of colleges and universities. Based on this, teachers can realize quality education and vocational education in the process of carrying out legal education and teaching by learning and learning from the advanced curriculum mode of other universities, strengthening practical teaching and highlighting professional characteristics, so as to improve students' legal literacy, exercise their innovation ability and lay the foundation for their subsequent adaptation to social development.

### (2) Enrich teaching content

On the one hand, while paying attention to the teaching of basic knowledge, teachers should also introduce cutting-edge theories, so as to ensure the structural integrity and logical rigor of civil law textbooks, so as to avoid being troubled when arranging teaching contents. While ensuring that the content of law is comprehensive, it is also necessary to avoid cross repetition. For example, important chapters can be selected to explain in detail, while other contents such as basic concepts, current political materials, views and schools can be completed by students' independent learning. The most important thing is that the teaching content selected by teachers should be continuously optimized according to the development of the subject. For example, the introduction questions, hot topics and typical cases in civil law can be incorporated into the teaching content, which can stimulate students' learning motivation and enthusiasm on the one hand, and guide students to grasp the current situation of civil law research on the other hand. When choosing teaching content, teachers should pay attention to the connection and difference with textbooks. When analyzing the articles of law, they need to be closely linked with the fact finding, relationship handling and conflict of interest. Second, university leaders and civil law teachers should pay attention to textbook compilation, so as to meet the new requirements of modern teaching. Compared with the general textbooks, they are more inclined to theoretical explanation, which can not meet the quality requirements of social development for legal talents, and can not effectively connect with the training objectives of civil law courses and students' needs. Based on this situation, teachers of civil law course in Colleges and universities should organically combine theoretical knowledge with practical training when compiling textbooks, so as to strengthen the practicability and pertinence of civil law textbooks. At the same time, colleges and universities should also build a team of double qualified teachers to improve their professional ability and master practical skills and teaching methods by organizing teachers to conduct in-depth research on curriculum and textbook construction. Teachers need to supplement and extend on the basis of teaching materials. At the same time, they should also prepare handouts, clarify difficulties and design cases, so as to link classroom explanation with base practice, highlight professional characteristics, and integrate practice teaching into the whole teaching activities, so as to achieve good teaching effect.

### (3) Innovating teaching methods

First, teachers can introduce case teaching. Civil law is an application-oriented course focusing on adjusting civil life. Teachers' flexible use of case teaching method in civil law teaching plays a vital role in improving the quality of course teaching. Teachers need to be fully aware that case teaching is not only an example in teaching, but also needs to teach students basic theories and underlying principles, so as to help students deepen their understanding and cognition. In general, teachers need to organize students to conduct in-depth discussion and analysis of the case and summarize the civil law principles contained in the case to carry out case teaching. It should be noted that teachers

should first set up specific thinking problems for students before carrying out case explanation, who can analyze and judge in the case, so as to effectively improve the quality of teaching, and at the same time, exercise students' problem-solving ability. Second, teachers can also actively introduce the exploratory clinical teaching method, which has been recognized and favored by teachers and students in the field of legal education, and has changed the traditional teaching model to a certain extent. In the process of implementing clinical law teaching, teachers can set up links such as role play, live simulation and evaluation feedback, so that students can get rich perception and experience in the process, understand the complexity and practicability of the law, and finally effectively cultivate their legal spirit. Nowadays, clinical education has not been widely popularized in the civil law course in Colleges and universities, but its advanced teaching concepts and methods are in line with the direction of higher education reform. Therefore, teachers of civil law course should explore and apply the exploratory clinical teaching method to give full play to its educational effect.

#### (4) Strengthening practical teaching

First, colleges and universities should strengthen the construction of on campus training base. For example, they can regularly organize court simulation practice training, which can guide students to apply the theoretical knowledge they have learned to practical activities, so as to effectively cultivate students' comprehensive application ability. The efficient construction of the training base should focus on cultivating students' application ability and comprehensive quality, so as to make it adapt to the future occupation and obtain good development prospects. It should be noted that the training results should not only include the theoretical level, but also assess students' practical ability. Second, colleges and universities cooperate with the legal department to build an education base. In this way, colleges and universities can provide excellent legal talents for the legal department. At the same time, the legal department can also provide a practice base for colleges and universities to cultivate talents, so as to realize the coordinated development of the legal department and colleges and universities. Legal vocational education can be implemented through court sessions, case studies, special lectures, etc. Third, the civil law course in Colleges and universities has a second classroom. In this process, teachers can establish a cooperative relationship with the off campus practice base to provide students with job training opportunities and platforms, so as to effectively enhance their social core competitiveness. The first is to encourage students to contact legal publicity or legal consulting and other businesses, so that they can master and query legal information and solve practical problems under the guidance of professional teachers. Second, encourage students to enter and understand the society, and vigorously publicize legal knowledge in poor areas, promote the construction of socialist rule of law, and ultimately maintain national stability. In this way, students can enrich their work experience, exercise their inquiry ability, cultivate their sense of social responsibility, and finally lay a solid foundation for their subsequent development.

### Conclusion:

In a word, under the trend of social development in the new era, teachers of civil law course in Colleges and universities should actively explore new teaching methods and advanced teaching contents to promote the reform process of teaching mode, aiming to teach students basic theory, focus on training their practical skills, and ultimately promote their all-round development. Therefore, combining with the needs of civil law teaching, this paper explores the feasible path to build a new teaching mode, such as transforming teaching ideas, enriching teaching content, innovating teaching methods, and strengthening practical teaching to deliver applied talents with solid theory but with civil law thinking for social development, and ultimately contribute to the legal cause, It can also promote the long-term development of colleges and universities.

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# Research on the teaching reform of Ideological and political course in Technical Colleges Based on the concept of “great ideological and political course”

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**Abstract:** under the concept of “great ideological and political course”, how to deepen quality education, strengthen the teaching reform of Ideological and political course, and cultivate students’ good moral cultivation, personality quality and professional quality has become an important issue of Ideological and political education in technical colleges. In the face of the challenges brought by multiculturalism and ideological blending, by establishing the concept of “big ideological and political course”, teachers can reconstruct the teaching system of Ideological and political course, fully integrate the ideological and political elements in class and extracurricular practical education resources, enable students to integrate theory with practice from thinking to practice, which can virtually enhance the influence of Ideological and political education and stimulate students’ enthusiasm for ideological and political learning, It can also improve their ideological and political understanding and application ability. Based on the concept of “big ideological and political course”, this paper analyzes the new requirements of Ideological and political course teaching in technical schools, analyzes the current situation of Ideological and political teaching, and discusses the specific teaching reform path.

**Key words:** Ideological and political course; Technical school; Ideological and political course; Teaching reform

## Introduction

In the context of social transformation and development, the demand for all-round development talents is increasing. No matter what industry or position, enterprises no longer only pay attention to the professional skills of talents, but also require them to have correct values, good moral quality and professional quality. The ideological and political course is the main channel for the school to carry out the ideological and political education work. The ideological and political teachers shoulder the important mission of shaping personality, cultivating morality and leading thought, and guide students to become comprehensive professional talents with positive thoughts, noble morality and good character. By establishing the concept of “big ideological and political course”, teachers can better grasp the innovation and reform direction of Ideological and political course, build an ideological and political teaching system with classroom teaching as the main channel and extracurricular education as the expansion channel around the age characteristics and physical and mental laws of technical school students, highlight the practicality of Ideological and political education, and let students integrate it into practical action on the basis of understanding ideological and political theory, Feel the leading value of advanced ideas and theories for their own development. In this regard, teachers should adhere to the education orientation of Ideological and political course, design teaching activity plan and optimize the teaching form of Ideological and political course.

## 1 New requirements of “great ideological and political course” for the teaching of Ideological and political course in technical schools

1. require the construction of a new ideological and political education system

Under the requirements of the concept of “great ideological and political course”, teachers should deeply study the national education policy and teaching guidance, explore a new ideological and political education system, integrate classroom teaching and extracurricular practice, mobilize students’ enthusiasm for ideological and political learning, improve the level of Ideological and political education, and improve students’ ideological quality. At the same time, teachers need to explore new teaching methods and build a comprehensive and systematic ideological and political education system around the needs of students’ comprehensive development and ideological quality

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