

Research on the Application of “Non-Instructive” Teaching Mode in the Legal Training Classroom

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Keywords: Non-instructive, Teaching mode, Legal training, All-round development

Abstract: The “non-guiding” teaching mode is a student-centered teaching mode, which is used to express a new concept that is different from the traditional “guiding” thinking and method. The goal of “non-instructive” teaching is to promote the individualized development of students to a greater extent, so that students can truly achieve multi-dimensional development. The legal training course is a special legal practice type class based on the construction of a socialist country under the rule of law to cultivate applied practical legal talents. This article will take the legal training classroom as the starting point to discuss the necessity and importance of the “non-guided” teaching mode for the comprehensive development of students and the cultivation of applied legal talents, so as to solve some of the current difficulties in the legal training classroom.

1. Introduction

In his book “Emile” on pedagogy, Rousseau, a famous scholar of jurisprudence in the 18th century, proposed a new educational concept and principle of cultivating “natural persons” for children's education at that time, which can be regarded as the prototype of “non-directive education”. The idea of non-instructive teaching discussed today was proposed and perfected by American scholar Rogers. The idea was formed in the 1940s, perfected in the 1950s, and widely accepted in the 1960s. The teaching mode is mostly used in secondary education classrooms. In recent years, the trend of combining this idea with higher education has increased.

The “non-guiding” teaching mode is different from the traditional “guiding” teaching mode. It advocates that the teaching process is centered on the development of students [1], and is in line with the all-round development of morality, intelligence, physique, beauty and labor under the educational background of the new era. Education goals; its teaching mode is to position teachers as guides and helpers in the teaching process, rather than indoctrinators and commanders; through the setting of specific courses, students can clarify their learning goals, stimulate their interest in learning, and improve their own abilities. The implementation stages of the “non-directive” teaching model in the classroom are: the stage of creating a situation; the stage of exploring the problem; the stage of developing students' insight; the stage of planning and decision-making; and the stage of integration. Give full play to the influence of the educational environment, the leading role of students' interest in learning and the improvement of their own abilities.

2. Teaching Problems in the Current Legal Training Classroom

2.1 Classroom Positioning is Not Clear

The orientation of legal training courses should be based on professional knowledge, with the key to solving legal problems in the society, and the courses aimed at cultivating students' ability to rule by law. Legal training classes are generally set up in the upper grades (the third stage of the junior year). After learning the basic knowledge of law, they combine theory with practice and professional knowledge with applied skills through legal training courses [2]. For a long time, our legal teaching mode has emphasized the instillation of knowledge and theoretical discussion, and there is a phenomenon of “emphasizing the teaching and teaching of teachers and neglecting the practical application of students; focusing on basic professional knowledge and neglecting ability training and improvement”. The explanation and understanding of the students are reasonable, but the legal training class emphasizes the ability to discover and solve problems, exercise one's ability to practice in the classroom, and prepare for future social services. In this way, it seems that the traditional teaching mode in the past is not in line with the positioning of the legal training classroom, and it overemphasizes that most of the “teacher-centered” is mainly teaching, which leads to the failure of the legal training course to truly realize the combination of learning and application, resulting in students' theoretical ability. It is out of balance with practical ability and fails to convert legal knowledge into professional skills.

2.2 The Classroom Method is not in-Depth

At present, the teaching forms of legal training classrooms are mostly carried out in the form of “textbook explanation”, “case analysis” and “simulation training”. “textbook explanation” is essentially the same as the theory course teaching, which is guided by teachers, instilling knowledge, but appropriately increasing the teachers' viewpoints and understanding. The “case analysis” method is a relatively common teaching form, but some teachers fail to bring students into the “situation” when using this method to teach. The teacher only publishes the case, the teacher finds the focus of controversy, and the teacher summarizes the class. In “simulation training”, there are problems such as teachers' arrangements, students' speeches, and students being restricted to the “scripts” arranged by teachers, step-by-step, etc., which is not conducive to students' in-depth thinking and inferences from one case. It can be seen that the root of the problem is that teachers fail to change their teaching ideas and improve the depth of the classroom, which leads to the fact that the knowledge imparted is too theoretical, the teaching method is too direct, and the teaching content is too superficial. The thinking scope of students in this training class is limited to the content of the study fails to stimulate students' interest in in-depth discussion, which belongs to passive acceptance of knowledge.

2.3 The Classroom Influence is not Far-Reaching

The legal training class is an application class of basic legal knowledge, a class that connects school learning and entering the society, and a practice class that improves problem-solving ability and cultivates the quality of legal thinking. Practical training courses should not only impart knowledge, but also pay attention to the improvement of students' abilities. It can be said that it is an important part of entering social work. It is necessary to clarify the necessary characters and key abilities that students should have to meet the needs of lifelong development and social development, and pay more attention to independent development, cooperative participation, and innovative practice [3]. At present, some of the legal training classrooms are not student-centered

and lead students to face the development of society. Teachers' "one-size-fits-all" teaching methods fail to achieve personalized and differentiated teaching, but only stay at the level of school teaching, which is not conducive to it is not conducive to the free and all-round development of students, and it fails to cultivate the ability of thinking of the rule of law to enter the society.

3. Combination of Non-Guided Teaching Mode and Legal Training Classroom

3.1 The Main Body of Transformation is Student-Centered

As Rogers said, "The purpose of teaching is only one, to allow learning". That is, within a certain boundary, students can study freely and develop freely. He also emphasized: "There is an equal and democratic partnership between teachers and students, and a helpful relationship is formed, so that the potential of the individual can be more appreciated, more expressed, and better play a role. "Teachers should guide students to join the classroom, actively pay attention to students, and believe that students have effective learning ability.

To combine the "non-instructive teaching" model with the legal training classroom, the first thing to do is to change teaching ideas, improve teaching methods, deeply understand the connotation of "non-instructive", and fully realize that the main body of the classroom is the students, It must be distinguished from the traditional teaching mode of professional basic courses. The traditional teaching mode is teacher-centered, and teachers are in the subject position in classroom activities. The "non-guidance" teaching mode requires teachers to play the role of guide and helper in the classroom [4]. Set classroom knowledge goals, grasp the overall progress of the classroom, and cooperate with students' classroom activities. For example: the knowledge goal of this class is to understand intellectual property types of cases. First, the teacher informs the group members of the teaching goal, and the students select cases from multiple perspectives according to the knowledge goal; Laws and judicial interpretations, and understanding of the training operation process; finally, analysis and interpretation are carried out in the classroom, and the sharing forms can be diversified (PPT report, classroom interpretation, drama performance, court debate, etc.), and teachers cooperate and help appropriately in the classroom. The main purpose is to let students use their brains, participate in, and experience the training class in person, so as to be student-centered, so that students can participate in the training class in a more direct and emotional way.

3.2 Deepening the Content, Focusing on Expansion

In addition to being student-centered and emphasizing students' differentiated learning, the "non-guiding" teaching mode should also focus on deepening the content of the course, not just at the level of knowledge imparting, but allowing students to expand independently, think deeply, and focus on specific lessons in the classroom. The implementation should be divided into three steps:

First, determine the theme of this activity. That is to announce the knowledge objectives of the course and the purpose of training, and teachers allow students to choose freely within a certain boundary. Whether it is student grouping or role determination, it is up to the students to decide on their own; the main responsibility of teachers is to guide students, answer practical skills, and improve not involved in student development programs. For example, the goal of the course is to discuss crimes in the socialist market economy, and students can choose smuggling, fake and shoddy goods, financial fraud, etc.

Second, class presentations and discussions. This step is particularly important, and it is also an important way for students to dig deep into their knowledge and expand their ideas. Students can present in a variety of ways. The case group is chaired by the students. After the presentation of each group, the teacher asks heuristic questions, and the students discuss and exchange, and can

point out the advantages and disadvantages. Although the teacher answers the students' questions, he does not Give answers directly, but inspire students to think. Through the “non-guidance” integration into the classroom, it can be predicted that the classroom atmosphere will be active, the students' interest will be improved, and the knowledge of each group of cases will be brought together to deepen the learned content.

Third, teachers conduct multi-dimensional evaluation. After the students show in the classroom, the teacher conducts a comprehensive evaluation according to the situation of the students. The evaluation method is multi-dimensional, such as knowledge acquisition, knowledge application, classroom performance, follow-up extension, etc. Members can be inspired by others, so they can learn from the best and apply them to future courses [5].

3.3 Cultivating Thinking and Aiming at Ability

The goal of cultivating talents in colleges and universities is to serve the society, and “transforming legal theoretical knowledge into legal professional skills” is the design concept of the legal training course. On the basis of cultivating legal thinking such as rule of law, fairness and justice, as well as training students' problem-solving ability and practical operation ability, so that they can transform theoretical knowledge into thinking ability, and be able to independently adapt to legal practice in the future and be competent for various grass-roots legal positions.

In the process of student training, the “non-guidance” teaching model focuses on students' self-development and individualized development. Teachers adopt this model concept in the legal training classroom, which can make students' development personalized and comprehensive. For example, in the legal training class, according to the students' independent play, they can observe their own characteristics. First, they can prepare for the teacher's next targeted teaching. Second, they can cultivate students from the perspective of personality development, and some students can master the basic knowledge. In prison, if they have deep thoughts, they tend to go to school and theoretical research; some students express their language properly and act competently, and they tend to develop in lawyers and legal affairs. In short, the combination of “non-guided” teaching mode and legal training classroom can help students understand their own needs and values, and can maximize students' thinking ability and practical ability, so as to make their own comprehensive development, in the current educational background and Under the social background, become an applied legal talent who can adapt to the needs of the times.

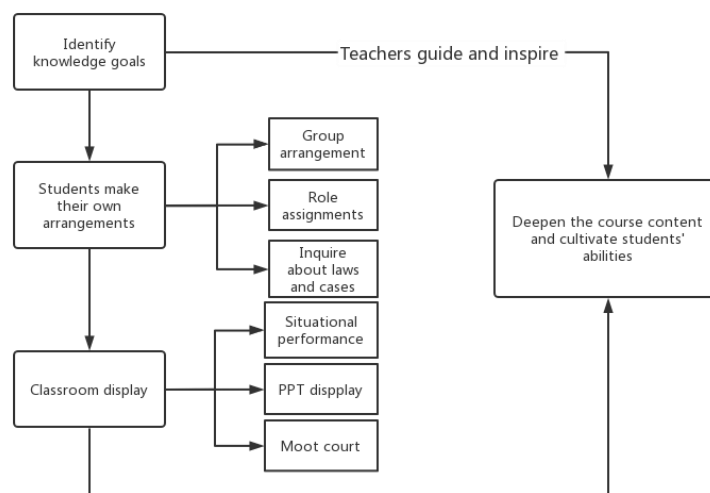


Fig.1 “Non-Instructive” Teaching Mode Classroom Flow Chart

4. Conclusion

By combining the “non-instructional” teaching model with the legal training classroom, the following advantages can be derived:

First of all, the classroom will be student-centered, students' enthusiasm for learning will be improved, and all students can participate in it. The classroom atmosphere will be active, which will help teachers to carry out classroom tasks.

Secondly, the content of the class has been expanded. First, the members of each group have different presentations, and everyone can learn from each other; The depth of the classroom has been fundamentally improved.

Finally, the professional quality and comprehensive quality of students are exercised, which is conducive to the school's cultivation of applied legal talents, the development of students is more comprehensive, and the teachers' differentiated teaching in the curriculum is more conducive to the growth of students.

Acknowledgement

This article: Education and Teaching Research Project of Changchun University of Finance and Economics, “Path exploration of the combination of “non-instructive” teaching mode and legal training classroom in private colleges and universities”; Project No: XY202101.

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