

Research on the reform of criminal law teaching methods under the concept of training outstanding legal talents

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Abstract: The teaching of Chinese criminal law course is not paid attention to in legal education. Students lose interest in independent learning, the content of teaching materials is old and complicated, and the teaching mode is not in line with the reality. The form of marginalization is becoming more and more intense, which limits the expansion of the achievements of the teaching mode reform of Chinese legal history course. As an independent discipline, criminal law has its own unique research object and research field. It is a science specialized in the study of criminal law and the crimes, criminal responsibilities and penalties stipulated by criminal law. It is one of the most important legal departments in the discipline of law. It is a discipline to which the theoretical circle, legislative circle and judicial practice circle attach great importance. As one of the 16 core courses of law major, this course is a professional basic course that combines theory with practice and focuses on practice. The cultivation of outstanding legal talents must be inseparable from criminal law. This paper analyzes the reasons why the teaching mode of criminal law course in China must be reformed, and systematically analyzes the measures that should be taken to reform the teaching mode of criminal law course.

1. Introduction

In 2011, the Ministry of Education and the Central Political and Legal Committee jointly issued "Several Opinions on Implementing the Education and Training Plan for Outstanding Legal Talents", which clearly pointed out that training applied and compound legal professionals is the key point of implementing the education and training plan for outstanding legal talents [1]. In 2014, "Decision of the Central Committee of the Communist Party of China on Comprehensively Advancing Several Major Issues of Governing the Country by Law" once again emphasized that the goal of law education must innovate the training mechanism of rule of law talents, and cultivate outstanding legal talents and reserve supplementary forces who are familiar with and adhere to the socialist rule of law system with Chinese characteristics[2]. In December 2015, the General Office of the CPC Central Committee and the General Office of the State Council issued the Opinions on Perfecting the National Unified Legal Professional Qualification System, which requires that the selection and training of legal professionals should be more scientific and credible, following the formation rules of the legal work force and the special requirements of professional accomplishment, professional ability and professional ethics[3]. This series of policies for training legal talents issued by the state all show that there is a lack of outstanding legal talents in the judicial field of our country at the present stage, and the judicial field urgently needs to supplement applied, compound and practical outstanding legal talents[4].

As a basic subject among the 14 core courses of law majors in Colleges and universities nationwide determined by the Ministry of education, criminal law plays an important role in the whole legal education. The quality of criminal law education methods is related to the realization of the purpose of legal education and even the process of the construction of the rule of law. However, as for the current teaching of criminal law in Colleges and universities, there are still a lot of problems in the classroom teaching of criminal law, which seriously restricts the teaching quality of criminal law in Colleges and universities. With the deepening and prosperity of criminal law research, the popularization and development of modern Internet, the follow-up of higher education reform, and the penetration of foreign criminal law and comparative criminal law, the teaching of

criminal law is facing some urgent problems, which makes the teaching reform of criminal law particularly eye-catching[5]. At present, the teaching mode reform of domestic legal history course is diverse, and the problems presented are also in various forms, which seriously limits the continuous progress of the teaching reform of Chinese criminal law course, and also causes the low learning enthusiasm and interest of law students, which must lead to the reform of the teaching mode of high school legal history course. The research on the reform of teaching methods of criminal law should pay attention to the analysis of current teaching problems, clarify the shortcomings of current teaching, reform teaching methods from the shortcomings, and promote the improvement of teaching quality[6].

2. The insufficiency of criminal law teaching under the concept of cultivating outstanding legal talents

2.1. Single teaching method

In the traditional teaching of criminal law in colleges and universities, teachers basically follow the traditional "one-word-one-word" teaching mode. Under this traditional teaching mode, students are passively accepting knowledge, while teachers are in a dominant position as if they are singing a one-man show. In this single, backward and uninteresting teaching mode, students only memorize legal knowledge mechanically, which makes their active analysis and thinking ability gradually decrease, and makes the criminal law teaching in colleges and universities boring, tasteless and weak. In this classroom teaching mode, students will gradually lose their interest in learning, and their learning enthusiasm will be reduced, so that the classroom teaching effect will be minimal. Teaching methods only stay on blackboard writing and dictation, and modern teaching methods are seldom used. Teacher-centered class teaching mode is still the main teaching mode of Criminal Law course. Indoctrination teaching still occupies a dominant position in the classroom. It pays no attention to teacher-student communication and teacher-student interaction and arouses students' learning enthusiasm. It reduces the opportunities of learning vividly, using hands and brains and cultivating students' innovative spirit and ability, and suppresses students' initiative, enthusiasm and creativity. Secondly, in modern teaching, besides the investment in software and hardware, the most important thing is the practical operation ability of teachers. Many law teachers have not received the training of related network teaching technology, and know little about the network, and some teachers are even network-blind. In the era of rapid development of modern science and technology, how to use network technology to reform the traditional law education and become a truly competent teacher will be a new problem for every teacher. These are all problems that restrict the development of criminal law.

2.2. Emphasis on theory over practice

For a long time, in the teaching of criminal law in Colleges and universities, teachers often regard this course education as knowledge transfer. In this case, when teaching, teachers often take theoretical knowledge as the focus of lectures, while ignoring the cultivation of students' practical ability. At the same time, in the theoretical classroom teaching, teachers did not introduce certain teaching cases, so that students' theoretical learning appeared the phenomenon of "hollowing out". In this traditional teaching mode, although students have effectively learned theoretical knowledge, due to the lack of practical training, students' practical ability is low, and the learning effect is not ideal. When using real life cases to explain, teachers still use the way of explanation[7]. They do not design too many teaching interaction and classroom practice groups, but let students always be in a passive learning state. Students will not think and explore too much, let alone hold a questioning attitude to train and improve their self-knowledge framework and independent understanding ability. This teaching method of emphasizing theory and neglecting practice can not cultivate excellent comprehensive legal talents, nor can it meet the social demand for criminal law talents. Secondly, at this stage. The training of case law has not played its due role in the teaching of public security law in China. There are also many problems in the application of practice. First, I think that example

teaching is case teaching. Such cases are often too straightforward and simple, and students can easily draw conclusions, and they will not think actively. Over time, students will lose their enthusiasm to participate in classroom discussion. Second, the method of case teaching is single. Usually, there are many words in cases with certain depth and difficulty. It takes a lot of time to copy on the blackboard[8]. The way teachers read students' records is also difficult for students to have a thorough understanding of cases in a short time, which is easy to breed boredom. Figure 1 shows the shortcomings of today's criminal law teaching.

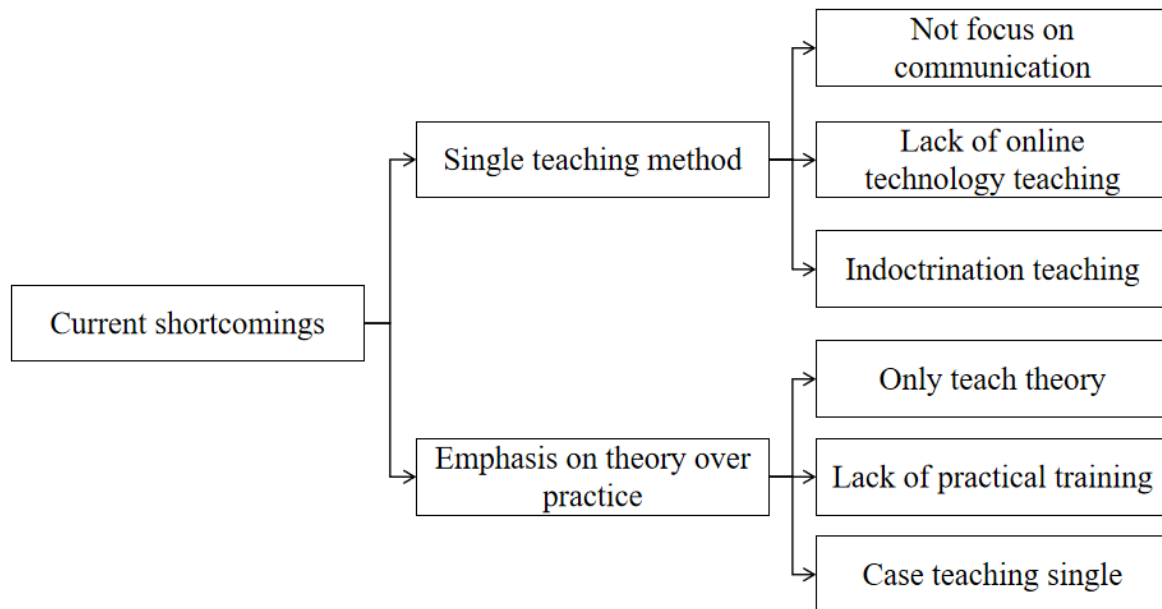


Figure 1 The shortcomings of today's criminal law teaching

3. The reform direction of criminal law teaching under the concept of training outstanding legal talents

3.1. Criminal law teaching model

Classroom discussion method refers to a teaching method that under the careful guidance of teachers, students express their views after full consideration according to the cases listed by teachers and the questions raised by cases, so as to communicate with each other, inspire each other to discuss and argue and digest the teaching content, solve the difficulties and doubts in teaching, and thus improve students' theoretical level, ideological level and ability to analyze and solve problems. This teaching method can enliven the classroom learning atmosphere, stimulate students' critical thinking ability, and enable students to learn from each other's strengths and complement each other. Simulation teaching method. When students master the basic knowledge of criminal procedure, are familiar with the basic procedures of handling criminal cases, can standardize the making of commonly used legal documents of criminal procedure, and teachers have practical experience in handling criminal cases, they can carry out practical simulation exercises. Mainly referring to the process design of police handling criminal cases, it is objective, true and close to actual combat. It can effectively cultivate students' practical ability and enhance students' awareness of law, procedure and evidence[9]. Compared with the traditional teaching mode of criminal law, the heuristic teaching mode can stimulate students' learning interest and enthusiasm to the maximum extent, and guide students to think actively, so that they can constantly improve their comprehensive ability in the process of finding, analyzing and solving problems. For example, in the teaching of criminal law, when teachers talk about intentional homicide, they can first pave the way for students' knowledge, and then guide students to connect intentional homicide with relevant theories in the general principles of criminal law. After that, teachers give teaching cases, throw enlightening teaching problems, and solve cases to guide students to analyze. Under this heuristic

teaching mode, not only students' subjectivity in learning is reflected, but also students' learning enthusiasm is further stimulated, prompting students to actively participate in the study of criminal law[10].

3.2. Criminal law teaching content

Create opportunities for social practice. The ultimate purpose of criminal law teaching is to enable students to flexibly use criminal law knowledge to solve practical cases, crack down on criminals and maintain the harmonious and stable development of society. In this regard, schools and teachers should appropriately strive to give students practical opportunities, truly invest in the work of the corresponding judicial department, or visit the relevant work processes of the judicial department, and lead students to understand the significance of legal work in advance. Or create work related to justice, so that students can participate in the judicial operation process in advance, understand the process of using criminal law to deal with criminal problems, and analyze the types of criminals and corresponding punishment. Good practice opportunities can make students understand criminal law knowledge to a higher level, and students can find solutions to problems more quickly when conducting corresponding discussions, so as to become a talent who can apply what they have learned as soon as possible. Speeding up the reform process of the teaching content of legal history is the key link to strengthen students' learning of legal history. In the reform, the local legal history is added to the existing legal history content to supplement the shortcomings of the existing teaching content. The teaching of legal history course has more local characteristics, which makes the teaching process vivid, specific and easy to understand. Students can make targeted use of the knowledge of legal history to form an effective innovation and expansion of local legal construction. The network teaching method is adopted. From the perspective of students, the use frequency of computers and networks is high. Teachers can integrate teaching materials on the network platform, put teaching courseware, typical cases, interesting stories, thinking topics and other teaching contents on the teaching platform, communicate with each other between teachers and students, grasp the time of course learning, and greatly improve students' learning autonomy. Teachers can also use wechat, e-mail and other methods to interact with students in extracurricular teaching, dispel doubts and improve learning effect. Figure 2 shows the direction of criminal law teaching reform.

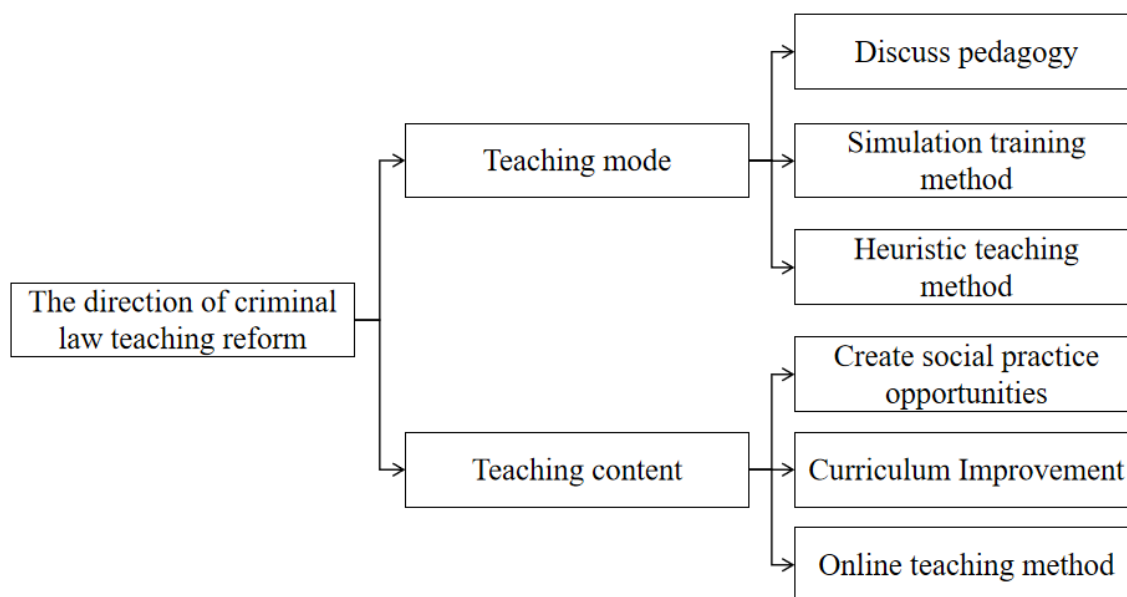


Figure 2 The direction map of criminal law teaching reform

4. Conclusions

To sum up, with the acceleration of the social legal system, the importance of law education in

colleges and universities has become increasingly prominent. However, in the current criminal law education in colleges and universities, there are many constraints, and there are big problems in teaching content and teaching methods, which seriously restrict the training quality of criminal law talents in colleges and universities. The general principle of the reform of criminal law teaching is to stimulate students' participation and interaction on the basis of enhancing the interest of teaching class. At the same time, in the process of interacting with students, we should boldly affirm and support students' correct views; Guide and correct ideas that do not conform to legal principles and logic in time. Therefore, we must focus on the reform of the teaching content and teaching methods of criminal law in colleges and universities, and constantly improve the educational quality of criminal law in colleges and universities. Form a relatively independent curriculum system, so that college students can enhance their practical ability of applying the law by familiarizing themselves with their own legal system, and implement the function of law serving the society.

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