

Improving the Quality of Legal Teaching in Colleges and Universities

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Abstract: Jurisprudence is a basic course of law major. Students can appreciate the charm and charm of law major through the window of jurisprudence. Under the traditional teaching mode, there are some problems in the process of legal theory teaching in colleges and universities, such as unclear teaching objectives and single teaching forms. This paper discusses how to improve the teaching quality of jurisprudence from the perspectives of clarifying teaching objectives, optimizing teaching content and adhering to academic teaching.

1. The Current Situation and Problems of Jurisprudence Teaching

1.1. Current Situation of Jurisprudence Teaching

Under the background of the new era, the teaching mode adopted by jurisprudence teachers has changed greatly from the past. First of all, the teaching concept of teachers has changed greatly. Teachers no longer carry out teaching from a subjective perspective, but pay more attention to the needs of students, really put students in the position of the main body of teaching, further meet the learning needs of students, improve the quality of teaching. Secondly, in the process of jurisprudence teaching, modern teachers pay more attention to trying to adopt information teaching methods to carry out teaching, which makes classroom teaching more interesting, is conducive to stimulating students' autonomous learning, and effectively improves the quality of teaching.

1.2. Problems in the Teaching of Jurisprudence

1.2.1 Limitations of Teaching Content

The teaching of jurisprudence needs to be carried out according to the content of the textbook. The teaching content designed by some teachers has limitations, which basically only includes the content and clauses existing in the textbook. However, such teaching content can not meet the learning interest of students, nor can it meet the learning and growth needs of students. First, the clauses or knowledge in jurisprudence textbooks are very abstract. If teachers do not add the extended teaching content, it will be difficult for students to understand the logical principles in the teaching content, which is not conducive to the improvement of students' learning efficiency. Second, the new era has given rise to new social problems, and only relying on knowledge from

books can not effectively solve practical problems, so a single teaching content can not meet the practical application needs of students. Teachers should pay attention to and solve relevant problems in time.

1.2.2 Teaching Objectives are not Accurate Enough

Under the background of the new era, the country and society have put forward new requirements for legal talents. Jurisprudence, as a basic and important subject of law, teachers should impart basic professional knowledge through the teaching of this subject and cultivate students' theoretical thinking ability at the same time. It is decided by the teachers in jurisprudence teaching aim should be to enhance the students' legal theory knowledge and ability is given priority to, but from the actual situation, some teachers in the teaching process reduces the theoretical teaching of jurisprudence, increased too much practical links, such as the civil service exam, judicial examination practice, although as a result, students have higher test capabilities, In the legal theory of the lack of reflection.

1.2.3 The Teaching Model is too Single

Whether the teaching model meets the characteristics and needs of students is a prerequisite for achieving the teaching goals. At present, although teachers have innovated and optimized the teaching model, it has not yet met the learning needs of students. Teaching is a dynamic and interactive activity. Teachers should not only adopt one teaching mode to solve all problems, but adopt different teaching modes according to different teaching contents in order to achieve the best teaching effect. From the actual situation, the teaching mode adopted by some teachers in the teaching process is inconsistent with the teaching content and the physical and mental characteristics of students, resulting in low teaching efficiency.

2. The Path to Improve the Quality of Legal Theory Teaching

2.1. Teachers should Improve their Comprehensive Quality

Teachers occupy a major position and play an important role in the teaching of jurisprudence. How does the comprehensive teaching quality of teachers play a direct role in the teaching quality? Therefore, teachers should improve themselves with awareness and constantly improve their professional quality and teaching quality.

Firstly, teachers should have a more comprehensive and profound understanding of the discipline of jurisprudence. The discipline of jurisprudence is like a key to open the door of law, and also like a window of law major. The main content of this discipline includes basic theory, general theory and methodology, which plays a leading role in students' study of law. Jurisprudence can help students view and analyze social phenomena from the perspective of law.

And the jurisprudence teaching goal is to improve the comprehensive ability of law talents, improve the citizen's legal consciousness and legal quality, therefore, we can assume that the jurisprudence teaching actually is to cultivate the students' legal quality, teachers in the teaching process to realize that the jurisprudence subject role in value and its limitations, and make students also understand this truth. In a word, jurisprudence teachers should have a deep, comprehensive and objective understanding of jurisprudence discipline and jurisprudence teaching, so as to face the jurisprudence teaching with a correct attitude, and constantly improve the teaching quality and teaching efficiency.

Secondly, teachers should constantly reflect and analyze in jurisprudence teaching activities, summarize experience, find problems, and constantly improve teaching quality by enriching content and optimizing teaching methods.

2.2. Optimize Teaching Content

From the past jurisprudence teaching experience, the reason why some teachers fail to receive the ideal teaching effect is mostly because the teaching content designed by them can not meet the interests and needs of students, resulting in students' learning needs are not met, learning progress is not obvious. In order to further improve the teaching quality, teachers should optimize the teaching content of jurisprudence. When designing the teaching content, teachers should take the teaching material of jurisprudence as the basis, but they should not be limited to the teaching material. Instead, they should combine the teaching content with social hot spots and life events, so that the teaching content becomes richer, closer to students' life and more in line with students' interests. Before designing the teaching content, the teacher should analyze and interpret the whole textbook in depth. Only with an accurate understanding and grasp of the textbook, can the teacher design the teaching content with ease. Most of the contents in jurisprudence textbooks are legal articles or theoretical knowledge, which are difficult to understand. Teachers can design teaching content in units or chapters, pay attention to the connection between the previous unit and the next unit, and the logic between the previous chapter and the next chapter. In addition, teachers can integrate hot social events according to the actual teaching content, and attract students' interest in learning with the help of the heat of social events. Help students establish the connection between legal theory knowledge and actual social events, and cultivate students' legal attitude and legal thinking.

2.3. Clear and Precise Teaching Objectives

In order to improve the teaching quality of jurisprudence, teachers should define precise teaching objectives. The teaching of jurisprudence is not only to impart the knowledge in the textbook to the students, but also to cultivate the students' thinking ability of jurisprudence theory, legal attitude and legal thinking. The teacher must make clear this teaching goal and make the students agree with it. In confirming the teaching goal of jurisprudence, teachers can be taken from shallow to deep. The aim of shallow level includes to master the knowledge of our legal system and the basic knowledge of law, and to lay a good foundation for students to learn other disciplines of law; The deep teaching objectives include cultivating students' problem awareness and critical thinking. Legal talents enter the job to solve the actual social problems, in the process of solving the problem they need to have enough understanding of our legal system, basic knowledge, and have enough analytical ability, questioning spirit, critical thinking and ability of the use of legal knowledge to solve practical problems.

2.4. Enrich the Teaching Mode

For many students, jurisprudence is a subject with repeated and boring contents, so they do not have strong interest in learning. In order to solve this problem, teachers should adopt diversified teaching methods according to different teaching contents, attract students' interest in learning, optimize classroom teaching atmosphere, and improve classroom teaching efficiency. No matter what kind of teaching method is adopted, teachers should adhere to the academic teaching principle in teaching. For example, in the teaching process, teachers should guide students to carry out rational and thinking learning, rather than reciting learning. When teaching some legal provisions or

knowledge, teachers should guide students to observe, analyze and apply these knowledge contents. In order to achieve this teaching goal, teachers can introduce actual cases into teaching and carry out teaching in the way of case analysis.

In the educational background of the new era, teachers should cultivate students' legal attitude and critical thinking. In order to achieve this teaching goal, teachers can adopt the teaching method of group cooperation and discussion when teaching relevant content. In the teaching process, several questions related to the content can be designed in advance, so that students can seek the answers through cooperative analysis, equal communication and common discussion. In this process, students will both express their own ideas and challenge the ideas of other students, and eventually they will come up with a consistent answer in a critical way. In a word, teachers should design or choose a diversified teaching model that is more in line with the characteristics and needs of students based on the teaching objectives and teaching contents, in order to improve the efficiency of classroom teaching.

3. Conclusions

The teaching of jurisprudence plays an important role in the teaching of law. Only when students learn the course of jurisprudence well can they learn other legal subjects better. In the process of teaching, teachers should keep pace with The Times to improve the teaching idea, confirm the teaching objectives, optimize the teaching mode, in order to optimize the quality of classroom teaching, improve the learning efficiency of students.

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