Research on Teaching Reform and Innovation of Law Course in the Context of Big Data

Kong Fei
Jiangsu Maritime Institute
Nanjing, China, 210000

Abstract: The wide application of legal big data has created new era opportunities for the development of the legal industry, and put forward higher requirements for the professional quality of legal personnel. At the current stage in China, the traditional law case teaching mode has some shortcomings in terms of teachers, teaching thinking, teaching methods, etc., which can no longer meet the training requirements of the big data era for compound legal talents. Propose more modern reform plans for traditional education models. This article briefly discusses the problems existing in the current teaching mode of law in universities and proposes corresponding solutions, aiming to help universities improve students' learning efficiency, improve teaching quality, and cultivate legal talents.

Keywords: Teaching Reform, Law Course, Big data

1. INTRODUCTION

Since entering the 21st century, with the wide application of computers and the Internet, the data information generated and created by human beings has exploded, and the era of big data has quietly arrived. In the context of big data, the society has put forward higher requirements for legal talents. Legal practitioners should not only be proficient in legal professional knowledge, but also be able to proficiently use modern information technology for data retrieval and analysis and find the best solution to problems in the intersection of law and technology. The main purpose of law majors in universities is to provide high-quality talents for the social and judicial departments. However, with the changes in modern judicial content, judicial environment, and work methods, the content of law teaching will inevitably change accordingly.

At present, the content of law teaching in colleges and universities is obviously not in line with the actual life, which will lead to the failure of law courses to correctly connect with the judicial work. The lack of big data analysis of laws and regulations, judicial big data analysis, big data and artificial intelligence legal issues thematic research and other courses will lead to insufficient ability of students, unable to provide a favorable basis for judicial work, and unable to actively innovate judicial work methods, improve work quality and efficiency.

Clear teaching objectives are the core of any subject education, and the same applies to legal education. In practical teaching of law, teachers should develop targeted teaching plans and objectives for students, allowing them to move forward correctly according to the teacher's guidance, thereby controlling the focus of learning and achieving results in practical learning. In addition, there are many subcategories in the law major, and clear teaching objectives can help students find their own positioning and truly cultivate legal talents that meet different needs. The basic goal of legal practice education is to cultivate qualified legal talents. From a global perspective, there is generally consistency in the training objectives of legal talents among different countries, but their values are different.

The promotion of legal practice teaching requires the participation of many teachers who have both profound theoretical foundation and rich practical experience. At present, schools generally lack such a teacher team, resulting in the phenomenon of one teacher leading dozens of students in legal practice teaching. Students cannot receive comprehensive or targeted guidance, and the teaching effect is significantly reduced. There are two main reasons for this sticking point: firstly, schools often value their academic research level while neglecting their practical operation ability when recruiting and evaluating teachers. The characteristic of classic case teaching method is that teachers supplement theoretical teaching with specific cases to cultivate students' ability to apply and transform knowledge. In traditional legal case teaching in China, influenced by long-term "cramming" teaching, students often only need to passively accept the cases compiled by the teacher.

The cases selected by teachers often come from textbooks or are simplified based on real-life cases encountered in their own practice. For many law teachers in universities, it is most troublesome to highlight the teaching focus and exam difficulties of the subject in their daily teaching process. This knowledge are basically an extremely important part of the exam and social practice process. However, it is not easy to impart all these knowledge points to students and make them fully understand them, If Big data model, a new teaching model, is introduced at this time, and students' memory points are stimulated by examples and imitation, this difficulty will.

2. THE PROPOSED METHODOLOGY

2.1 Existing problems in the teaching mode of law in universities

The teaching mode has an important impact on the effectiveness of teaching, and it is necessary to continuously innovate the practical teaching mode to fully utilize the effectiveness of law major teaching. The call for legal teaching reform has always been high, and in recent years, various reform plans have also been adopted in legal practice teaching. However, most of the reform targets are teachers, who push forward the reform plan according to the individual's free play and cannot fundamentally achieve the role of teaching reform. In terms of legal education reform work, it is necessary to clarify the different levels of legal students and systematically classify them according to

different levels of students, to promote targeted reform planning. For example, gradually integrating case teaching into traditional teaching of legal knowledge and increasing students' understanding and understanding through practical case scenarios.

At the same time, in teaching, teachers also need to transform the single classroom teaching and combine the classroom with the court situation to strengthen the effectiveness of practical teaching. Traditional legal practice teaching is generally limited to school teaching in the form of evaluating cases in classroom teaching, organizing case analysis, Moot court, etc., while off campus legal practice is often a mere formality.

Political and legal schools and legal practice departments work closely together to build a law major, which is one of the few legal education programs in China. As a result, there is a dilemma in legal education in China. On the one hand, legal practice departments do not understand the current situation of legal education in China and are unable to communicate and discuss the urgent problems that need to be solved in practice with law school (department) teachers and students, to solve them in a timely manner.

With the development of artificial intelligence and the progress of educational concepts, the demand for personalized learning among contemporary college students is becoming increasingly strong, and personalized learning has become a new trend in today's learning. In the era of big data, "the traditional teaching model in the past no longer meets the needs of education, and the learning in the new era should be learner centered and technology driven personalized learning, which is an inevitable product of the progress of the times and educational reform". As the core of cultivating professional judicial personnel, college law specialty should also show the application, practice and other characteristics of the subjects studied.

The traditional practice of legal education is basically conducted in the classroom, with a single content and form, and a simple process that is only for practical purposes and cannot be integrated with actual judicial work, resulting in daily course teaching not being in line with actual work, and student internships being difficult. Optimizing the teaching evaluation system is an important measure to improve the effectiveness of practical teaching reform. Teaching evaluation can identify problems in reform and innovation and improve and optimize them accordingly. In the practical teaching process, teaching evaluation should start from cultivating people's practical abilities to promote the evaluation work, and evaluate students' theoretical foundation, practical effects, and curriculum settings from multiple aspects.

2.2 Implementation mode of law teaching mode in colleges and universities based on big data

Thus, the educational function of legal practice education and the function of serving society can be simultaneously realized. Teaching evaluation work should focus on the evaluation of teaching skills, identify the value and significance of innovative teaching skills, and highlight the scientific and rational nature of the evaluation. In addition, advanced teaching evaluation methods from abroad can be introduced in teaching evaluation methods, and a comprehensive analysis can be conducted based on the current situation of legal practice teaching in China to achieve the significance and value of evaluation innovation. Internships for domestic law students are generally arranged near graduation, called graduation internships. However, due to the severe employment situation in recent years, students are mostly busy preparing for many exams such as judicial exams and civil service exams when they are about to graduate, there is no time to attend to graduation internships, some are just looking for a company to stamp a seal on.

In view of this, the author believes that based on objective needs, legal internships should not be arranged at the time of graduation, but should be appropriately placed in advance, such as during the second or third year of college. Secondly, the legal internship period should be appropriately extended. Courses such as "legal Document retrieval", "Legal clinic and legal aid", and "legal negotiation" are offered. This kind of course is an integral part of Legal clinic education in common law countries in terms of positioning and aims to cultivate students' professional ability to work in legal negotiation. The teaching goal of such courses is to improve students' legal application and legal negotiation ability through experimental teaching methods, cultivate students' high-level interpersonal skills and legal professional ethics, comply with the requirements of the era of big data, and exercise students' legal document retrieval skills.

Law teachers in universities can also develop educational methods for online teaching, establish simulation practice platforms, online simulation practice work, and use network virtual contexts to build a series of virtual work systems that match the actual judicial work environment, processes, content, and methods. Combined with the theoretical education foundation learned offline, it can be seen from the above, the premise of running a good clinical law education is that there should be a team of teachers with profound theoretical foundation and rich practical experience in colleges and universities. Without such a team of teachers, running a Legal clinic is like talking on paper. Due to various reasons, universities generally lack such teaching teams.

In traditional legal case teaching, Chinese universities generally follow the model of "teaching theoretical principles first and then analyzing a certain case", that is, abstract first and then specific. Although this teaching mode is more in line with students' cognitive patterns, it can also lead to some teaching teachers' fixed thinking, fixed case selection and explanation forms, and inflexible teaching methods. Some teachers' technical means used in the classroom are also relatively backward, and the utilization of new media and new technology is not high, which does not keep up with the rapid development of the big data era. In response to these problems, East China University of Technology optimized the case teaching mode and added the following teaching methods to match the reform of the case teaching mode.

3. CONCLUSION

In the face of the opportunities and challenges brought by the era of big data, China's legal education also meets the impetus and requirements of reform. As an important teaching method in China's legal education, the case teaching model of law should promptly follow the development needs of the times, innovate talent cultivation models in aspects such as training concepts, training plans, teacher strength, and teaching methods, and improve the effectiveness of case teaching. The Big data-based teaching method is the best choice to solve the existing law education in colleges and universities. It also requires the continuous efforts of relevant law educators, so that judicial work, as an indispensable part of social

livelihood, can continue to work for the well-being of the masses of the people.

4. REFERENCES

[1] Wei Wenli. Research on Reform and Innovation of Legal Practice Teaching Model [J]. Legal Expo, 2018 (31): 1. DOI: CNKI: SUN: FBZX.0.2018-31-195

[2] Hu Yongping, Gong Zhanmei. Research on the Reform and Innovation of Legal Practice Teaching - Targeted at the Cultivation of Legal Professional Ability [J]. University Education, 2018 (1): 4

[3] Wang Xigen. On the Target Model, Mechanism, and Method of Law Education Reform in China: An Analysis Based on a New Perspective of "Research Based Learning" [J]. Journal of Law, 2011 (05): 16-21+152. DOI: CNKI: SUN: FXAS0.2011-05-005

[4] Wang Hui. Research on the Quality Assurance System and Innovative Practice of Undergraduate Teaching in Law: A Review of the "Research on the Design and Reform of Undergraduate Curriculum System for Law Majors in China" [J]. China University of Science and Technology, 2018 (10): 2. DOI: CNKI: SUN: ZGKC.0.2018-10-035

[5] Li Xiang. Innovative Research on the Curriculum and Teaching Methods of Law Majors - Based on the "Outstanding Legal Talents Program" [C]//The 2013 Annual Meeting and "Law Education and Legal Profession" Forum of the Ministry of Education's Higher Education Law Discipline Teaching Guidance Committee and the China Law Education Research Association. 2013

[6] Wang Xiaoli. Reflections on the Teaching Reform of Arbitration Law under the Background of Innovation and Entrepreneurship Education [J]. Education Science Communication, 2018

[7] Cong Zhongxiao, Lv Yanfeng. Reform and Innovation of Law Course Teaching: An Investigation of Optimizing Finance and Taxation Law Teaching as an Example [J]. China Law Education Research, 2007 (3): 17

[8] Zhang Man. Reform and Innovation of the Teaching Model for Intellectual Property Internship [J]. Law Education Research, 2019 (4): 16

[9] Liu Mengfei. Reform and Innovation of Law Course Teaching Based on the Characteristics of Artificial Intelligence [J]. China Higher Education, 2022 (11): 3

[10] Liu Zhen, Chen Sisi. Research on the Reform and Innovation of Law Curriculum Teaching in Applied Undergraduate Universities Based on the Concept of "Curriculum Ideology and Politics" [J] [2023 07 24]

[11] Luo Li, Shi Han. Exploring the "Dual Sex Combination Teaching Model" - Concurrently Discussing the Teaching Method Reform of the "Environmental and Resource Protection Law" Course [J]. China Law Education Research, 2016 (4): 13. DOI: CNKI: SUN: FAJY.0.2016-04-007

[12] Summer rain Research on the effectiveness of the teaching reform of the "Constitutional theory" course [J]. Journal of Ningbo University: Education Science Edition, 2018, 40 (2): 5. DOI: CNKI: SUN: LBJY.0.2018-02-015

[13] Li Xiang. Innovative Research on Curriculum and Teaching Methods of Law Majors - Reflections on the "Outstanding Legal Talent Program" [C]//The Teaching Guidance Committee of the Ministry of Education for the Law Discipline in Higher Education Institutions; China Law Education Research Association, Ministry of Education, Higher Education Law Discipline