

Countermeasures for Strengthening Tacit Knowledge Learning in Law Education Against the Background of "Internet Plus"

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Abstract—This paper mainly introduces the definition and function of tacit knowledge. Tacit knowledge plays an important role in law education. Law education in the Internet era needs to face the challenge of tacit knowledge. This paper explores effective measures to strengthen tacit knowledge learning in law education against the background of "Internet plus", and provides reference for promoting the sustainable development of law education in China and realizing Internet educational reform.

Keywords—"Internet plus"; legal education; tacit knowledge; effective measures

I. INTRODUCTION

"Internet +" is a new Internet thinking mode formed in the development of computer information technology. Against the background of "Internet +", education has ushered in new challenges and opportunities. Distance education, online learning, digital learning and other learning modes, as well as the wide application of micro-courses, MOOC and open online courses in law education, are gradually breaking the boundaries between time and space, virtual and reality of traditional law education. Students can no longer acquire knowledge only through classroom lectures of school teachers, and they can use the Internet to carry out learning activities anytime and anywhere. The online course breaks away from the restriction of educational space, no longer needs students to be confined to one space, and is much freer in the arrangement of time. It can make full use of the fragmented time in life, which is conducive to improving the efficiency of learning and helping students to self-study. However, in law education, the learning of online courses is usually a mode of explicit knowledge learning, while the teaching of tacit knowledge is insufficient. This is also a major challenge for legal education against the background of "Internet +", which needs further research and development.

II. CONNOTATION AND EXTENSION OF TACIT KNOWLEDGE

Tacit knowledge is the other side of explicit knowledge such as text and picture. It is not the knowledge that people can acquire through surface information, but a kind of

knowledge hidden in the mind, with personality. Rich tacit knowledge plays an important role in people's learning and growth, and people must pay attention to it.

In legal education, besides legal background, provisions and norms, it also has tacit knowledge. For example, in academic research, the existence of tacit knowledge in the field of legal education is also an indisputable fact. How to determine the problem and how to carry out the argumentation are often closely related to the tacit knowledge of the individual researcher. For example, in the process of interrogation, the cooperation between personnel, the way of collecting evidence, the experience of interrogation and the logic of solving cases and etc.

III. THE ROLE OF TACIT KNOWLEDGE IN LEGAL EDUCATION

Tacit knowledge plays an important role in legal education and is closely related to its explicit knowledge. Hobbes' conclusion that "The life of law is not logic, but experience" may be easier to understand if it is viewed from the perspective of tacit knowledge.

First, tacit knowledge and explicit knowledge are inseparable, and they are the components of teachers' teaching and students' learning activities. For students, they should not only learn and master the explicit knowledge recorded in textbooks or legal texts, but also learn to understand and comprehend the tacit knowledge of legal beliefs, values, mental models, reading and writing thinking, practical operation skills and so on. Only in this way can the knowledge structure formed be complete enough.

Secondly, when students learn legal knowledge, they should not only understand the knowledge system in legal textbooks, but also establish correct legal concepts, have their own beliefs, and be able to skillfully apply the learned legal knowledge to practical activities. Tacit knowledge restricts the comprehensive ability of law students. Jurisprudence is a subject with obvious technicality and practicality. Those students who have excellent academic performance in school but have not achieved outstanding performance in their jobs for the time being may not be due to their poor mastery of explicit knowledge such as the legal system, but to their lack of tacit knowledge reserve on how

to technically carry out legal recognition and practical operation.

Thirdly, tacit knowledge is indispensable to knowledge innovation in law education. In legal education, the externalization, association, combination, transformation and transmission of tacit knowledge by participants in the teaching process, especially teachers, are undoubtedly the development process of legal knowledge from individual to organization, from decentralization and aggregation to whole, from obsolescence to renewal. The role of tacit knowledge in the creation of legal knowledge cannot be ignored.

It is precisely because tacit knowledge plays an important role in law education that efforts to integrate, inherit and innovate tacit knowledge in law education have become an important proposition of law education. In traditional legal education, the mode of teacher-apprenticeship education is an important way to inherit tacit knowledge. The acquisition of tacit knowledge is undoubtedly hidden in this individualized, face-to-face education. However, it cannot be ignored that the sense of alienation between teachers and students in modern education has increased compared with the intimate relationship created by the previous "secret technology" knowledge teaching. Then, when the Internet era comes and the tangible wall of the classroom is broken, what kind of situation will the tacit knowledge encounter in law education?

IV. THE CURRENT STAGE OF "INTERNET PLUS" BACKGROUND OF LEGAL EDUCATION PROBLEMS AT THIS STAGE

The most important problem in law education against the background of "Internet +" is neglecting tacit knowledge. In law education, the integration of Internet technology has brought great convenience to teaching, enabling students to find knowledge about law in the Internet at anytime and anywhere, to find a large number of case data, to help students carry out effective law learning, and to close the gap between students and teachers, and to strengthen the communication between them. Communication between students and teachers enables them to carry out distance education and discussion without space and time constraints, and achieve good teaching results.

However, in the Internet law education, only explicit knowledge of law is disseminated by teachers. What students can find on the Internet is also explicit knowledge, while the implicit knowledge in law education is completely ignored. Although there is some tacit knowledge in the video or audio of some law online courses, it mainly depends on other knowledge and presents, but it does not convey all tacit knowledge, which is not conducive to students' learning. In addition, teachers and students use the Internet to teach face-to-face. Although this way can enable teachers to disseminate tacit knowledge well, it has certain limitations. It only exists in virtual scenes, but ignores the experience of social scenes, which makes it very difficult for students to better understand the tacit knowledge.

Law education based on Internet technology has to think about how to use Internet technology to implement effective tacit knowledge teaching and dissemination. When the way for students to acquire tacit knowledge of law becomes more and more convenient and fast, it will be more and more difficult to acquire tacit knowledge of law. At present, teachers often pay too much attention to explaining explicit content knowledge such as legal provisions and norms in teaching, but they do not teach and elaborate for students with personal experience. In addition, the advent of the era of network fragmentation, although allowing students to use their time more reasonably to learn legal knowledge, seems to improve the efficiency of legal learning, but it also only aims at the dominant knowledge of law. However, the spirit of concentration and patience emphasized in tacit knowledge can hardly be disseminated and cultivated.

V. EFFECTIVE MEASURES TO STRENGTHEN TACIT KNOWLEDGE LEARNING IN LAW EDUCATION AGAINST THE BACKGROUND OF "INTERNET PLUS"

A. *Defining the Objectives of Legal Education*

"The purpose of legal education is to cultivate legal talents for the country." "Because law is the fiber of social organization, the cause of law is the cause of public welfare and the cause of society." Law education is to cultivate more excellent legal talents for the society, which is related to the construction of our legal system, and also affects the stability of society. Law not only belongs to the category of social system, but also relates to the content of social morality. Therefore, when teaching legal knowledge, it is not enough to teach students to understand and apply the law, and they also need to master certain moral common sense. This is tacit knowledge in legal education, which is different from the explicit provisions of the law, but still has a tremendous impact on the development of society. Law education against the background of "Internet +" must also pay attention to the teaching of tacit knowledge. Teachers should realize the relationship between Internet technology and law education content. The application of technology is to better disseminate knowledge, not to be hindered by technology, and put the cart before the horse. After mastering the Internet technology, teachers should focus on the goal of law education and adopt appropriate technical methods to carry out teaching.

B. *Adopting Scientific Teaching Methods and Doing a Good Job in Innovation*

Against the background of "Internet +", teachers should realize the change of modern law education. To a certain extent, it can be said that modern law education, after integrating Internet technology, has both changed and remained unchanged compared with traditional law education, which means that, from the point of view of teaching methods, it is obvious that the application of Internet technology has changed the teaching methods of law education. Even though there are still teachers who adhere to the traditional teaching mode, there are many cases in which students choose Internet technology to study law knowledge

independently. The way students and teachers adopt is not that one person can make a unified decision, but that each person can adapt to his own learning style. The application of Internet technology is one of them, which cannot be totally resisted. It enriches the form of law education. From the core content of law education, even if it is integrated with Internet technology, its essence has not changed.

Although legal knowledge will be constantly updated with the changes of the times, teachers not only disseminate knowledge, but also a kind of ideological inheritance. Even though the way of thinking has changed, the implicit knowledge of thinking style still exists. In the face of this content, legal education against the background of "Internet +" should do the following:

1) *Establishing a perfect tutorial system:* The tutorial system is conducive to the inheritance of tacit knowledge. Under the guidance of the tutor, students will receive a subtle influence. While learning legal knowledge, they also follow the mentor's way of thinking and the principles of life. As a teacher, he should set an example and teach by example.

2) *Focusing on practicality:* In law education, while teaching students the knowledge of legal theory, teachers should also cultivate their practicality so that they can apply the theoretical knowledge they have learned in real life. Even in online classes, dialogue teaching and case teaching can be implemented to increase students' sense of participation.

3) *Integrating the tacit knowledge of law in the Internet:* From the individual point of view, teachers should often communicate with other law teachers or successful persons about tacit knowledge content, and strengthen communication between teachers and students to explore tacit knowledge of law; from the organizational point of view, team form can be used to summarize and organize tacit knowledge points of law. Teachers can set up special micro-courses on tacit knowledge of law.

4) *Making reasonable choice of Internet teaching methods:* The tacit knowledge of law is different from the explicit knowledge. It has its particularity. It is very abstract in the process of dissemination. It is difficult to express it vividly, and it is limited to some extent. Faced with this situation, when teaching tacit knowledge, teachers should prepare lessons and choose appropriate Internet teaching technology according to the teaching content to achieve teaching objectives.

5) *Emphasizing knowledge transfer:* In current law education, teachers should pay attention to the content of knowledge transfer. This is because there are both explicit knowledge and tacit knowledge in legal knowledge. These two kinds of knowledge interact with each other and can be transferred. There are four stages in the process of transfer: socialization, combination, externalization and internalization. The application of Internet technology in

law education is at the stage of combination, that is to say, it is a transfer from explicit knowledge to tacit knowledge.

Because combination is only a part of knowledge transfer, if it is limited to this content, the transfer of tacit knowledge is neglected, which is not conducive to the long-term inheritance of law education in China. Therefore, in the "Internet +" background, teachers should pay attention to the integration of tacit knowledge and carry out the other three stages in order to ensure the complete inheritance of legal knowledge and meet the requirements of modern legal education.

VI. CONCLUSION

Against the background of "Internet +", most of the reform of law education are directed towards explicit knowledge, but ignore the tacit knowledge in law education. Tacit knowledge plays an important role in the legal education system and is an important part of it. It must be attached great importance and should not be ignored. The source of explicit knowledge cannot be separated from the research and study of tacit knowledge, and the analysis of tacit knowledge and the in-depth understanding of tacit knowledge. Only in this way can people better extract useful explicit knowledge from tacit knowledge, enrich their own legal knowledge system, establish a sound legal system and highlight the spirit of law.

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