

The Research on Reform of Teaching Methods of Legal Literary Courses in Colleges and Universities

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Abstract—According to sample survey data, it indicates that the teaching methods of legal literacy course of universities and colleges in our country is given priority to traditional classroom teaching method, shows that the overall results of this teaching method is low, the reason for this is that this kind of traditional classroom teaching methods are not suitable for educators to accept who has low interest to law. The reform about the teaching methods of legal literacy course of universities and colleges should integrate internet technology, and follow the teaching ideas of modern university constructivism. The integration is designing to stimulate students to class after class technological learning via the Internet and participate in the initiative and enthusiasm of classroom interaction, put more emphasis on dominant position of educatees. At the same time, it is more agree with the actual situation of age educatees in the Internet and the teaching idea of modern university, can effectively improve the defect of traditional teaching methods, suitable for popularization in universities. This innovative “Cases in classroom” teaching method is perfect example of this kind of teaching method after reform.

Keywords—Legal Literacy Course, Teaching Method, Internet Technology, Constructivism, “Cases in classroom”

I. INTRODUCTION

Teaching methods are not only the primary factor affecting students undefined classroom satisfaction, but also an important way to improve the efficiency of classroom teaching (Wang Yunwu, 2016). In our country, The legal literary courses in colleges and universities still follow the traditional classroom teaching methods, and it means that "all the time, they have been teaching relevant legal provisions and abstract concepts". (Zhang ran, 2012) And such teaching method exists some problems. For example, it is being too teaching courses to emphasize learning of students; it is being too the quality of courses to emphasize the efficiency of learning; it lacks interaction of professors and students (Han Hongwen et al., 2012) “the teaching effect is worrying (Guo Rongqing, 2010). The teaching effect of general legal courses in colleges and universities determines the legal quality of college students, which is related to the success of the construction of "one country ruled by law". Therefore, how to reform the traditional classroom teaching methods of general legal courses in order to improve the teaching effectiveness has become a common problem faced by all colleges and universities. On the basis of analyzing the sampling survey data, this paper puts forward that he reform of teaching methods of general legal courses in

colleges and universities in China should take advantage of the advantages of Internet technology in classroom teaching and carry out the teaching concept of modern university constructivism. We should make full use of case teaching method to increase students undefined interest in learning law, the teaching method (“Cases in classroom”) is an example of efforts of reform.

II. THE EFFICIENCY OF THE CURRENT TRADITIONAL CLASSROOM TEACHING METHODS OF LEGAL LITERARY COURSES IN COLLEGES AND UNIVERSITIES IS NOT HIGH

It is the premise of reform in education to clarify the current teaching methods of legal literary courses in colleges and universities. For this purpose, the author investigated undergraduates whom are non-law major in a 211 university by means of questionnaire survey. A total of 1200 questionnaires were sent out and 945 questionnaires were collected. By analyzing the data of these collected questionnaires, the current teaching methods and effects of legal literary courses in colleges and universities can be judged as follows:

First of all, the main teaching methods of legal literary courses in colleges and universities are still based on traditional classroom teaching. Newspapers, television and network media occupy a place in the teaching activities of legal general courses, but they are in a secondary position. The data in figure 1 show that more than 80% of the students receive legal literary education in the classroom, while less than 20% receive legal literary education through extracurricular ways such as newspapers, television and online media.

Secondly, the main teaching method of the legal literary courses of the university is still focus on the teaching of professor, and the discussion of students both inside and outside the classroom, and the application of practical teaching methods (such as the simulation) of the court is limited. As it can be seen in Figure 2, in 938 investigated students, there are 30 percent students focus on the teaching method of "the education of the textbook in the classroom", and there are 50 percent students focus on the teaching method of "the realization of practical cases in classroom". Less than 20 percent students choose the teaching method of "In-class and out-of-class discussion cases and participation in legal practice such as the simulation court".

Thirdly, for cultivation of ideas of rule by law and legal thinking mode, the overall effect of the teaching methods of

legal literary courses in colleges and universities is not high, and the case teaching method plays a significant role in the cultivation of ideas of rule by law and legal thinking mode.

Using SPSS software to analyze the students surveyed about "the main methods of receiving legal general education in universities" and the formation of their concept of rule of law ("university legal general education makes you realize"). The data on the logical relationship are shown in Table 1. In 938 surveyed students, At the cognitive level, the concept of the rule of law (recognizing that "the supremacy of law is the most basic concept of a country ruled by law") is about 54%, and the proportion of those who do not form the concept of the rule of law is about 46%. Among the four current legal literary education methods, 27% of students formed ideas of rule by law through the teaching method of "the real life case explained by the teacher in the classroom".

Using SPSS software to analyze the "main methods of receiving legal literary education in university" and the formation of their legal thinking mode (the choice of "through university legal general education, and you are confronted with a realistic conflict" the data on the corresponding logical relationship are shown in Table 2. After 938 students have been received legal literary education in university, they would query relevant statutes primarily, and then they choose to combine with site situation. Finally, 58% of the students come to logical reasoning mode of rational solution, but nearly 20% of the students are still used traditional thinking mode of perceptual solution based on the concept of moral. 289 students formed legal thinking mode through the teaching method of "the real-life case explained by professors in the classroom of legal literary course", and the quality of students who formed the legal thinking mode accounting for 53% of 543 students.

From the above point of view, although the current traditional teaching methods of legal literary courses in colleges and universities can use newspapers, television, network and other technical means, but still give priority to classroom teaching. Although the teaching effect of practical teaching methods such as case discussion or moot court is good, but it still focus on teaching of written knowledge, so that the teaching effect of cultivating ideas of rule by law and legal thinking mode is not high, which needs to be improved. It is found that the teaching practice of legal literary courses in colleges and universities does not keep up with the renewal of modern technology and modern university teaching ideas, which is the root cause of this situation. Limited by objective technical conditions and didactical ideas of the traditional society, the traditional teaching method centered on teaching is abstract and boring, and lacks the cultivation of practical ability of students. And it cannot adapt to the fact that most of educatees of legal literary courses in colleges and universities lack interest in law, so that their teaching effect is naturally not high. It can be seen that the reform of teaching methods of legal literary courses in colleges and universities should not only exert its advantages of practical teaching methods such as cases, but also strengthen the application of new technologies such as the Internet and fully implement the teaching concept of modern university constructivism. Furthermore, we should pay attention to the cultivation of practical ability of students.

III. THE REFORM OF THE TEACHING METHOD OF LEGAL LITERARY COURSE IN COLLEGES AND UNIVERSITIES SHOULD GET RID OF THE RESTRICTIONS OF TRADITIONAL TEACHING METHODS

Limited by the objective technical conditions of the traditional society, the traditional classroom teaching method takes the paper teaching material as the carrier of the knowledge content, and relies on the teacher as the teaching material content of the students concentrated in the classroom. The content of paper teaching material limits the content of its teaching. Through the single path of teachers undefined classroom imparting knowledge, the whole classroom time is spent on the teaching of knowledge, which limits the time and place for students to acquire knowledge, and limits the interaction between teachers and students. It is not conducive to the development of students undefined initiative and practical ability. The changes in educational technology and thinking brought about by the development of Internet technology in modern society have broken through these constraints on traditional teaching. Teachers have to "reorganize the learning environment oriented to technology and provide effective teaching strategies to promote the effectiveness of classroom teaching", (GE Wenshuang, etc.) 2017) all kinds of intelligent terminal devices, such as Internet information technology and mobile phone, which are widely used in educational and teaching fields such as teaching design, are widely used in various countries. (Liu Bin et al., 2016) provide new objective technical conditions for eliminating innovative teaching methods.

First of all, a large number of legal information carried by the Internet provides a great deal of knowledge content for college students undefined legal general education, which makes it possible to get rid of the limitation of the content of traditional paper teaching materials. The biggest characteristic of the Internet is that it can efficiently store, connect and transmit massive information. The application of this feature in the field of law makes a variety of legal theoretical knowledge and legal norms. The judgment documents of legal practice cases have opened the door to ordinary people. All kinds of high-quality open classes, educational lessons, micro-courses and other off-the-shelf legal education resources have come from all over the world, as long as they are collected on the Internet. Any knowledge you want can be easily obtained.

Secondly, the progress of Internet information and communication technology has provided teaching tools such as mobile phones and other teaching tools available everywhere for general legal courses in colleges and universities. Students can acquire knowledge through mobile phones and other mobile terminals at any time and place. The path restriction of acquiring knowledge through classroom teaching is eliminated. This makes it possible for students to acquire the legal knowledge they want to learn outside the classroom in advance, and save the time for traditional explanation of knowledge, so that teachers and students have time to give speeches, debates, questions and other interactive activities around the topics of the knowledge they have learned in the classroom. Thus, it is possible for teachers to stimulate students undefined initiative and develop their practical ability through classroom teaching.

It can be seen that the Internet information and communication technology in modern society provides an effective way for the transformation of learning style and is changing the transmission mode of higher education. The reform of teaching methods of legal general courses with the help of Internet technology can enable teachers to reorganize teaching strategies so as to be more suitable for the flexible and diversified characteristics of learners undefined learning time, space and methods in the Internet era. Make the content of students undefined learning have the characteristics of openness. However, at present, the single man-machine learning of the Internet, the state of communication technology can not fully meet the needs of the inherent pluralistic characteristics of law education, and the direct face-to-face traditional classroom teaching method is still a useful part of law teaching. (Liu Manda, 2006) therefore, even today, even in a highly digital day, law education should not abandon the traditional classroom teaching method directly face to face, but should be careful to use Internet technology. Take the road of teaching method innovation which combines traditional classroom teaching and Internet technology.

IV. THE REFORM OF THE TEACHING METHOD OF THE LAW-GENERAL COURSE IN COLLEGES AND UNIVERSITIES SHOULD CARRY OUT THE TEACHING IDEA OF THE CONSTRUCTIVISM OF THE MODERN UNIVERSITY

Different from the traditional teaching idea centered on teaching, the teaching idea of modern university constructivism emphasizes learning as the center, pays attention to the development of learners undefined practical ability of autonomous learning, problem-solving, critical thinking and creative work. In order to carry out the teaching idea of constructivism, the reform of teaching methods of general legal courses in colleges and universities should make full use of the advantages of case teaching methods, teach students according to their aptitude and pay attention to the cultivation of students undefined practical ability with the help of Internet technology.

First of all, making full use of the advantages of case teaching method in the reform of the teaching method of general legal course can effectively improve students undefined interest in learning law, and at the same time embody the transformation of "learning-centered" while teaching students according to their aptitude. The survey shows that nearly 80% of the students prefer to note the hot cases of rule of law. (Liu Qi, 2014) interesting cases, especially fresh ones, occur in the social reality of hot legal cases. It can directly arouse the general attention of college students and stimulate their desire to understand, think and find specific solutions.

Secondly, with the help of Internet technology, we can carry out the interactive teaching concept of constructivism by making full use of the advantages of case teaching methods to reform the teaching methods of general legal courses. With the help of open classes, classes and other materials of Internet technology, students can get rid of the limitations of learning time, place and content and be able to learn the knowledge and content related to the predetermined topic before class. It can stimulate students to take the initiative to learn and enable teachers and students to interact in the classroom, so that

students and teachers and students can carry out speeches, debates and questions on the content of cases learned before class. So that teachers can focus on answering and improving students undefined understanding of knowledge and the ability to use knowledge to solve problems. The development of these activities can fully practice the interactive teaching concept of changing students undefined passive learning into active learning and individual learning into cooperative learning. The implementation of interactive teaching concept depends on the active participation of students. If teachers change the traditional evaluation methods and take the situation of students undefined participation as the basis for evaluating students undefined learning situation, they can more effectively arouse the enthusiasm of students to participate in interaction.

Finally, with the help of Internet technology and making full use of the advantages of case teaching methods to reform the teaching methods of general legal courses, we can carry out the constructivism view of technology application. The premise of adopting the case teaching method is that there should be a large number of appropriate cases. The main obstacle to the application of case teaching method in traditional teaching lies in the lack of technical means and tools for teachers to obtain legal cases, especially the social hot cases with immediate characteristics, and the heavy workload. The process of letting students learn to collect and provide instant case materials through Internet technology itself will not only greatly reduce the workload of teachers, but also enable students to take the initiative to learn with technology. The concept of technical application of constructivism teaching concept is fully implemented.

V. AN EXAMPLE OF TEACHING METHOD REFORM OF GENERAL LEGAL COURSE IN COLLEGES AND UNIVERSITIES-TEACHING METHOD OF "CASES IN CLASSROOM"

With the help of Internet technology, we should carry out the teaching concept of constructivism and give full play to the advantages of practical teaching methods such as cases, and gradually form a new teaching method of "case middle school" in the long-term experiment. It is a successful example of the teaching method reform of general legal course in colleges and universities, and the concrete operation process and content are as follows.

General legal courses are generally held once a week, and the first week of the course is taught by the teacher in the classroom. The main content of the course is to guide the students to understand the basic knowledge of the introduction as a whole. Mainly complete and inform the following matters to be involved throughout the semester: (1) to build a WeChat group of teachers and all the students in our class and to establish communication rules; (2) introduce the list of all the knowledge topics of this semester and the specific completion time of each subject into the WeChat group; (3) inform the method of collecting the case, the path and the specific time of providing the case, and inform the teacher that the subject of the weekly class, the content of the case involved and the material to be read will be clarified through the WeChat group three days before the weekly class; (4) inform the allocation and determine the rules for the selection of the main students who undertake the tasks of speech, questioning, debate, etc., on

the subject of a certain knowledge; (5) clarify the rules of teaching evaluation methods to encourage students to participate in the above tasks, such as setting the proportion of ordinary scores in the final total scores and taking the quantity and quality of students undefined participation in the above tasks as the basis for calculating their usual scores. Pre-setting the quantity and quality of students undefined participation in discussion speeches as the reward points of the evaluation results of this course can not only stimulate students to participate in interaction, but also change the traditional teaching evaluation method into a new teaching evaluation method to promote students undefined development.

Starting from the second week of class, each week can organize and complete the teaching activities as follows: in the first step, review the selected cases and put forward the hidden legal issues behind them, so as to increase the students undefined attention through "examples". The primary goal of classroom teaching should be to attract students and improve their attention. a brief review of the case is the beginning of the teaching method of "example middle school", and the interesting content of the selected case. The characteristics closely related to students undefined daily life can make the quiet classroom atmosphere gradually "lively". In the "lively" atmosphere, teachers should abstract hidden legal problems from the specific problems encountered by the parties in the case, which will lead students to think about how to solve the legal problems. It lays the foundation for explaining the legal knowledge to be learned in this course to solve these legal problems.

The second step is to teach the legal knowledge of the subject of this class appropriately, and to make the students know through the saying. The degree of students undefined consciousness determines the quality and quantity of knowledge related to the subject of this class through pre-class learning, in order to avoid "ignorance" caused by students undefined unconsciously learning in advance and further arouse their enthusiasm for pre-class learning. It is necessary to moderately teach the content of the subject legal knowledge in this class ("saying"), and to retain the function of strengthening the imparting of knowledge through the course so as to complete the task of making students "know" is the beginning of the students undefined "unity of knowledge and practice". The teaching depth of the general law course should be determined in the degree that the layman should not only understand it, but also reflect the professionalism of law, and can neither pursue the depth and breadth of the specialty as the course of law specialty. Moreover, we can not completely abandon the professionalism of law as the non-law curriculum.

In the third step, students should be asked to discuss the solutions of previous case problems according to their knowledge through speeches, questions, debates and so on, and to cultivate students undefined ability to do so through "case discussion". Because the process of "saying" is relatively boring, students undefined attention will gradually decrease, and the classroom atmosphere will gradually become colder. Therefore, after the completion of abstract knowledge teaching, it is necessary for students to return to previous cases, through speeches, questions, debates, and so on. Use the legal knowledge to find the solution to the case problem, so as to

"warm up" the classroom atmosphere. The process of students undefined "case discussion" can enable them to obtain the opportunity of oral expression to solve practical problems with the legal knowledge they have just learned, which can effectively test the effect of students undefined acceptance of what they have learned and deepen their memory and understanding. At the same time, this process is a process of using abstract legal theory to standardize knowledge to solve practical legal problems, and can imperceptibly cultivate students undefined practical ability of "doing".

In the fourth step, we summarize and analyze all kinds of opinions expressed in the case of discourse Theory, and correct the students undefined "knowledge and behavior" through "comments". In class, students have the opportunity to express, teachers can respond to the students undefined expression, which fully reflects the interaction between teachers and students. When discussing the same case, the students may put forward a variety of different or even contradictory opinions. Therefore, after the students have completed the discussion and speech, they sum up the different opinions and reasons put forward by the students. A mild review of each opinion and reason combined with the legal knowledge taught can not only enable students to form a relatively reasonable solution to the problem of the case. Moreover, it can provide an opportunity and standard for him to correct his misunderstanding of the legal knowledge he has learned, and even make the problems discussed in class continue to discuss and think after class. Of course, teachers undefined comments require them to have a higher ability of legal practice. The openness of discussing cases determines the moderation of the evaluation cases, and while pointing out mistakes, the courage of students to express their opinions and participate in the discussion should be affirmed and encouraged.

The process of teacher evaluation and correction is the process of solving case problems with legal knowledge. Students undefined attention will be improved again because of this process, and the classroom atmosphere will be "lively" to the top and close to the end. At this time, teachers should strike while the iron is hot, according to the quantity and quality of students undefined participation in classroom discussions, according to the rules to give students the performance points as a reward, to further stimulate the enthusiasm of students to participate in the next classroom interaction. Improve his initiative in extracurricular learning.

Finally, through the push of new cases "ask" new questions, continue the enthusiasm of students to study and think actively after class. As the last link of the classroom, teachers should also send the new cases prepared before class to the WeChat group for "questioning". Pushing new cases enables students to take the initiative to think about the new questions they ask after class, so that the enthusiasm of students can be extended to after class, and the students can actively find materials to find solutions to the problems. Consolidate the students undefined knowledge and practice of the subject of legal knowledge in this course.

In a word, each step of the new teaching method, that is, "the case of reading before class, reviewing the case in class and asking questions, the teacher teaches the knowledge of the

corresponding topic, and the student participates in the discussion of solving the case problem with knowledge." Comments on correcting students undefined discussion opinions and pushing new cases to ask new questions have typical characteristics of middle school and interaction, which not only carry out the teaching concept of constructivism in modern universities. It emphasizes that "the unity of knowledge and practice" and pays attention to the cultivation of practical ability can also avoid reducing the effect of learning because of the abstraction and boredom of legal knowledge, and is more suitable for the fact that most of the educators in general legal courses in colleges and universities lack interest in legal knowledge.

VI. CONCLUSION

Some scholars (Han Hongwen et al., 2012) put forward that in order to change the homogeneity defect of the current teaching mode in colleges and universities in our country, it is necessary to take learning as the center and construct the teacher-student relationship of interactive dialogue. Adopt the open content of the combination of theory and practice and the teaching evaluation method to promote the development of students. The reform of the traditional classroom teaching method of legal general knowledge course in colleges and universities with the help of Internet technology and the implementation of constructivism teaching idea, represented by the new "example middle school" method, has effectively got rid of the limitation of the objective technical conditions of the traditional society. The teaching content has the new open characteristics of convenience, timeliness and the combination of theory and practice, and emphasizes the subject status of the educatee, and according with the actual situation of his lack of interest in the law. It can alleviate the inefficient problem caused by the abstract boredom of traditional classroom teaching methods. The full discussion among students in the classroom and the appropriate evaluation teaching strategies of teachers emphasize the interactive dialogue between teachers and students, and the new evaluation mechanism to reward students for speaking in class can promote the all-round

development of students. It can be seen that this kind of teaching method reform is one of the effective countermeasures to change the defects of the teaching method of general legal courses in colleges and universities in our country.

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