

The Application of Case Teaching Method in the Legal Teaching of Higher Vocational Education

Chunyang Xu^{1, a}

¹ Jiangxi College of Foreign Studies, Nanchang, Jiangxi, China, 330099

^aemail,

Keywords: Case Teaching Method, Law Teaching, Application, Higher Vocational Education

Abstract. After the introduction of case method to our country since the late 1970s, it spread rapidly and it is widely used in teaching management, economics, law and other courses. In order to improve the teaching effect of vocational course legal, the majority of teachers also try to use the case teaching method. However, we can see from the actual results that the effect of case teaching method is not satisfactory and it failed to give full play to improve the teaching. This paper attempts to according to actual vocational teaching, analysis the application of case teaching method in the legal teaching of higher vocational education.

Introduction

Case Teaching began in Harvard Business School, because of its enhanced student interest in learning, improve the ability of students to analyze problems and to promote the development of students' way of thinking and so on, from Canada in the late 1970s after the introduction of our country, spread rapidly, are widely used in teaching management, economics, law and other courses in a large number.

The legal basis of theoretical content and normative strong, vocational students, to understand and use has a certain degree of difficulty. In order to improve the teaching effect, the majority of the legal basis for vocational teachers also tries to use the case teaching method. Although many people in their use of the case teaching method in teaching and practice, however, the case teaching method not to give full play to improve the teaching effect is not satisfactory. This is because there is a case study of pedagogy particular emphasis on the teaching content while ignoring the teaching process defect that causes people to misunderstand, it seems that there are teaching case is the use of the case teaching method, will illustrate confused Case Teaching. Case Teaching Method for Process and the lack of deep understanding of the law and specific grasp, and the characteristics of higher vocational education goals and grasp the object of education is not enough to understand, thus affecting the entire teaching. Therefore, to truly seek to further improve the quality of teaching and improve teaching methods in higher legal, the key is to figure out the true meaning of the case teaching method, characteristics and its role, and to analyze the Case Method in Legal Education in Higher Vocational Colleges the use of the specific process, characteristics and rules.

The Connotation of the Case Teaching Method

Case teaching comes from the United States in the early 20th century, after 1918 years ago, the Harvard University School teachers began to teach in the classroom real business case, to enable students to discuss, which is the prototype of enterprise management case was not yet formed written materials and it is a species fixed teaching methods. In 1920, the school funded by the Rockefeller Foundation, to experiment new teaching methods, began to investigate, prepare teaching cases and trial. Teaching case prepared from simple to complex, and gradually mature, case teaching has become a unique teaching method. The late 1970s, some Chinese universities have begun to introduce some teaching in the case teaching method, after years of exploration and practice, case teaching method has become increasingly standardized, for China's reform and development of university teaching has played a significant role in promoting.

Higher legal education in the use case teaching method discussed herein, are narrow concept. It

refers to the systematic organization of teachers in teaching students to achieve teaching objectives were taken targeted research and discussion to guide students from the individual to the general, from the concrete to the abstract, in the actual case study to further understand and master the principles of law a teaching method principle. Specifically, case teaching refers to educators in line with the theory and practice of organic integration of purpose, to follow the teaching purpose of the request, as the basic material to the case, learners will introduce a specific real-life situations by teachers and students, between life and life two-way and multi-directional interaction, the active participation, equality, dialogue and discussion, which focused on the development of critical reflection and awareness groups learners ability to cooperate and to promote learners fully understand the complexity of the problem of property, change, diversity and other important forms of teaching .

The Problems of Legal Teaching in Higher Vocational Education

The Curriculum is Unreasonable and There Are Excessive Theoretical Courses. In the curriculum sided imitation colleges, curriculum theory too much, too little practical teaching hours and lacks of professional characteristics and on the selection of textbooks, teaching materials over the pursuit of new, deep, wide, the choice of materials are undergraduate students. However, the teaching time is short, low-level students are often unable to complete the task of teaching students trained neither have profound theoretical knowledge and the lack of legal practice operational capability, it is difficult to achieve vocational training objectives required by legal professional education, employment when uncompetitive.

Teachers Put Too Much Emphasis on Theoretical Knowledge Teaching and Ignore the Students' Practical Abilities. China's traditional legal textbook designed to teach theory as the main content and teachers focus on teaching and explain the law of the ancient and modern knowledge of law, and can easily ignore the new situation of China's judicial practice, new problems and practical experience, teaching away from the practice. Training students lack practical skills, foster a sense of suspicion and lack of innovation, so that the students we train hard to quickly enter the job role, difficult to adapt to the needs of society.

Teaching Methods Are Simple and Rigid. Most vocational schools are still using only traditional teaching methods and models, teacher-centered teaching, the classroom teacher taught students in the audience listening, little discussion and exchange between teachers and students. This indoctrination Teaching Method rigid inflexible form, content, abstract, boring, lack of innovation, the teaching effect is not ideal, it is difficult to accept students, resulting in poor learning efficiency. At the same time students in order to meet the test, but also pay attention to the teacher in the exam counseling, or copy class notes, blindly engage in sexual assault exam cramming, which replaces the normal laws of learning and thinking, seriously affecting the teaching effect, direct resulting in decreased interest in student learning.

Teachers Lack Judicial Practical Experience. Teachers single sources of law, lack of practical skills. Currently, the legal situation of teachers in high vocational generally less than ideal, the vast majority of teachers are assigned directly after graduating from law school student come. Most of them from primary to secondary school until the postgraduate university directly from school to school, lack of social experience, no work experience in the legal practice division. This will certainly affect the improvement and enhance teaching. For example, talking about their own procedural law never handled a case, talk of financial law may not understand the operation of the financial sector and run, securities law teaching may never fried stock, therefore, their theory taught inevitable due to lack of practice support and appears pale and weak, because of their lack of knowledge and practice of temper seemed vulnerable. Their common problem is more than theoretical knowledge and practice inadequate operational capability in teaching tend to focus on teaching the theory while ignoring the students ability, easy to rule out the rules on the social background of reality rules.

The Feasibility of Case Teaching Method in Legal Teaching

Use of case teaching method in the teaching of laws not only its necessity, but it is feasible, because it has a unique advantage.

The Legal Practice Has Provided A Wealth of Case Material. One of the most prominent features of Case Teaching in is the use of the case. It was with all kinds of cases, which makes the case teaching possible. Case is a true representation of objective events from real life. China's judicial practice in teaching jurisprudence law provides a wealth of case material.

Vocational Competence-Based Teaching Philosophy Helps to Use the Case Teaching Method. Higher vocational education is implemented in secondary or post-secondary education, the purpose of training to adapt production, construction, and services required for the first-line advanced technology applied talents, therefore, training mode of higher vocational education is centered on the ability to grasp theory "must" and "enough" scale. Core competency - based teaching is based on the ability of culture for the purpose of technology transfer as the main content to practice teaching the main line to training as a carrier. Teaching characteristics of higher vocational education is more conducive to teachers in the Basic Course of Law Case Teaching.

The Learning Characteristics of Vocational Students Has Advantages to Use the Case Teaching Method. Mindset is a method of problem-solving activities previously thought would be formed to solve the current problems of practical features a preparation state Higher Education requires all vocational education courses (including public courses) have highlighted the training, practical and comprehensive. Therefore, vocational students through problem-solving approach to grasp theoretical knowledge, they learn the characteristics of this way of thinking have become law Teaching of Case Teaching a big advantage.

The Application of Case Teaching Method in Legal Teaching of Higher Vocational Education

Select Cases and Focus. Traditional methods of education reform law, the introduction of case teaching method, the first problem is to choose scientific and practical facing a typical case, this is the most basic work, but also the key to the case teaching method is different from other teaching methods. Teachers must be careful prior study materials, teaching focus grasp, can be targeted to the selection of cases, to make the case to meet the needs of specific teaching. Sources case may be, "the Supreme People's Gazette", China Central Television's "Today's statement" published a variety of case materials and case set. However, regardless of the source case, must pay attention to the selected typical cases, case selection is fine but not that much, that the relevance of the case and legal theory. Pay particular attention to the selected case should be able to explain clearly the connotation of one or more provisions of the law or knowledge of the difficulties of legal theory and its application. Selected cases should also have a certain degree of difficulty and the case is too easily, the results at a glance, which not only reduces the teaching requirements, will reduce student participation on the case. Therefore, teachers must be properly selected topic and selected case should be suitable for teaching purposes and student level hierarchy.

Well-Organized and Timely Guidance. Case arranged in advance. The case related materials and the corresponding prompt students to analyze and discuss before the class to print the information or issued in the form of multimedia presentations to the students, and ask students to do class preparation, is expected to preview the main relevant sections and access to such information. Teachers can group students, but also allows students to freely combined, the purpose is to prepare for the classroom to speak and debate. So that students have sufficient time to access relevant information and regulations and for reflection and discussion. Students familiar with the case materials and query time regulations generally do not take up class time, study time should be scheduled.

In class, the teacher can first portion of the time set forth the legal concept of classroom content implied in the basic principles, so that students understand the basic theory of law. Especially for strong theoretical content, teacher before the case began teaching theory should be taught to students' case studies, discussions do theoretical preparation.

Classroom case discussions may be class discussion and it can be in small groups. Classroom discussion is free for students around issues raised by the case free to speak freely. The advantage of this approach is discussed in the classroom atmosphere relaxed, active, actively and enthusiastically speaking students may submit different views; according to prior arrangement, groups can also be used in the form of the debate will be. That is according to the mode of trial by both sides, seats for students to attack the defense, in order to create an atmosphere of combat, increase student interest.

To focus the discussion cases organized and orderly and to ensure classroom discussions focus on the case in question. Teachers should organize and guide each student to participate in the discussion, the exchange at any time, identify problems and differences, and select the appropriate time for clarification. While discussing and teaching should also be hierarchical, progressive nature. As a teacher, we should focus on each student's performance, in particular, should encourage students to dare to think independently, to form a unique insight.

Learning Summary continuously improve the case after the end of the discussion, the teacher must discuss student evaluation, summarizing the discussion of the pros and cons, supplement and improvement of teaching. Opinions teacher shall promptly give the correct answer to the case or a teacher, pointing out that in this case discussed by the use of theoretical knowledge, discuss the difficulties, the focus, we need to think deeply of the Department, and noted the success and shortcomings of this discussion. Case Discussion on Law Students' wrong point of view, teachers must analyze the causes, to help students master the correct method of analysis. Teachers should be evaluated on the performance of students in the class, focused on the recognition of outstanding, to motivate students to participate in the discussion better next time, laying the foundation for the next class discussion case.

Combine Theory and Practice, Focus on Training Capacity. The actual teaching method by law should be combined with China, the culture using the theory to solve practical problems on the basis of ability to teach basic theory. Teach the culture of theoretical knowledge and practical ability must pay attention to, but the current situation, it should be emphasized that empowerment.

Conclusion

There are a lot of theoretical content in the legal teaching and it has a certain degree of difficulty to understand and use for vocational students. In order to improve the teaching effect, the majority of the vocational teachers also try to use the case teaching method. However, we can see from the actual results that the effect of case teaching method is not satisfactory and it failed to give full play to improve the teaching. This paper attempts to according to actual vocational teaching, analysis the application of case teaching method in the legal teaching of higher vocational education. Therefore, in order to truly seek to further improve the teaching quality, the key is to figure out the true meaning of the case teaching method, characteristics and its role.

References

- [1] Jia Xinzhang, Li Jingyuan. Higher Education Research, Vol. 6 (2014) No 53, p.25-26
- [2] Wang Yunhui. Ideological & Theoretical Education, Vol. 12 (2015) No 27, p.74-76
- [3] Qian Xiyuan, Jing Jianfen. Liaoning Normal University, Vol. 30 (2014) No 19, p.144-145
- [4] Wang Kuailiang. Ideological & Theoretical Education, Vol. 29 (2011) No 27, p.21-23
- [5] Zhang Gongxu, Sun Jing. Yunnan Education, Vol. 8 (2013) No 27, p.57-60