

Exploring the “People-Oriented” Teaching Innovation in Legal Education: Taking the Economic Law Course as an Example

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Abstract

As the core mission of education, Lifelong Learning emphasizes the importance of cultivating talents with all-round development. For the reform of economic law teaching for undergraduates, the core should focus on the promotion of the overall development of students, to ensure that the education process not only teaches knowledge, but also pays more attention to shaping the students' moral character and ability to improve. At present, the teaching of economic law is still facing some challenges, and it is necessary to establish a teaching reform program focusing on students' development, and then explore the classroom mode of “human-centered” economic law, so as to enhance students' legal literacy and cultivate their ability to solve practical problems, thus realizing the effective connection between educational goals and social needs.

Keywords

People-Oriented; Economic Law; Teaching Reform; Teaching Mode.

1. Introduction

Economic Law is a compulsory course for undergraduates majoring in law, and in the entire national legal system, economic law plays an extremely significant role, and its improvement and implementation are of far-reaching significance to the construction of a modernized economic system. Economic law mainly covers the three core areas of economic law, market regulation law and macro-control law. However, the current teaching of economic law is still facing some challenges, this paper aims to discuss the reform path of economic law courses and the application of “people-oriented” teaching mode in the classroom, in order to provide some suggestions for other courses of law majors in the cultivation of talents.

2. Analysis of Economic Law Courses

The course of Economic Law is mainly for junior students and college students, who have systematically studied the Constitution, Jurisprudence, General Civil Law, Criminal Law, Administrative Law and other law courses, and have certain legal literacy and mastered the basic legal analysis skills. Most of the students regarded passing the national judicial examination as the goal of their junior year, so they tended to combine the course of Economic Law with the hot contents of the judicial examination, and had little interest in purely theoretical knowledge points. Most of the students have obvious deficiencies in the understanding and extended application of knowledge, but they are extremely inquisitive, show great enthusiasm for exploring new knowledge, and are quick-thinking and willing to share their views and insights. Therefore, in the course of teaching, teachers should pay special attention to guiding students to master effective learning methods and stimulate their interest in learning.

3. The Main Challenges Facing the Teaching of Economic Law

3.1. Teaching Concepts Need to Be Upgraded

Economic law classroom teaching should be changed from the traditional teacher-centered to student-centered teaching mode, focusing on stimulating students' active learning and thinking ability. The innovation of teaching form aims to get rid of the traditional duck-teaching and guide students to learn by solving practical problems, so as to cultivate their active learning ability and practical problem solving ability. To explain the legal responsibility of fraud in the Consumer Protection Law, for example, if the teacher only explains the law one by one, students may fall into the predicament of rote memorization, and it is difficult to truly understand the essence of the law. On the contrary, through the simulation of real consumer disputes, so that students personally involved in the analysis, discussion and resolution process, they can not only understand the logic behind the law, but also learn how to effectively protect their legitimate rights and interests in the event of fraud. Such a teaching method can not only increase students' interest and participation, but also exercise their legal thinking and decision-making ability in practice.

3.2. Teaching Methods Need to Be Improved

With the comprehensive and rapid enhancement of the level of information technology, the teaching fields of various specialties in colleges and universities have widely used information technology teaching means, which has significantly promoted the modernization process of education. However, in the teaching of economic law courses, some teachers have limitations in the use of informationized teaching methods, relying only on traditional textbooks and simple PPT presentations, ignoring the rich multimedia resources on the Internet, such as high-quality video tutorials, interactive audio lectures and so on. This kind of teaching method makes the classroom content presented in a single form, which can't fully stimulate students' interest, affects the enthusiasm and efficiency of learning, and restricts the in-depth understanding of legal knowledge and the cultivation of application ability.

3.3. Teaching Methods Need to Be Improved

Traditional economic law classroom often focuses on theoretical lectures and case analysis, in order to cultivate students' practical ability, the introduction of group discussion is particularly important. By organizing group discussions, students can not only exercise communication skills, but also deepen the understanding of legal concepts, while cultivating the spirit of teamwork, so that the learning process is more vivid and efficient, at the same time, this problem-oriented, interactive learning as the core of the teaching method, highlighting the subjectivity of the students in the teaching[1]. By organizing group discussions, teachers can not only gain a deep understanding of each student's learning status, but also quickly assess the classroom effect, and then flexibly adjust the teaching strategy according to the actual situation, to ensure that the education process is efficient and targeted.

3.4. After-school Guidance to Be Followed up

The all-round popularization of information technology has not only significantly accelerated the development of online communication, but also effectively broken the geographical and time barriers faced by after-school communication between teachers and students. Currently, in university education, the flexibility of the time and place of lectures significantly increases the challenge of face-to-face communication between teachers and students in their classes, which leads to a relative reduction in the time for after-school guidance. To compensate for this, modern technology offers effective solutions. For example, teachers can utilize online platforms such as Super Star Learn to answer questions in real time, which not only provides immediate answers to students' questions, but also promotes interaction between teachers and students.

In addition, Super Star Learn also supports teachers to set up post-course assignments online and set clear deadlines for students to submit on time. The application of such digital tools not only greatly improves teaching efficiency, but also ensures that students have sufficient time for self-study and practice, while enabling teachers to realize fast and accurate homework review, thus forming an efficient and interactive closed loop of teaching.

4. The Path of “People-Oriented” Teaching Reform of Economic Law

4.1. Optimize the Teaching Content, Empower Accurate Teaching

Economic law textbook content is very large, and the knowledge points are relatively scattered, students are often afraid when facing the textbook. Therefore, in order to improve the efficiency and quality of learning, it is crucial to organize the content of the textbook in a targeted manner. We can divide the economic law course into general, competition law, consumer law, tax law and other modules, each module after the end of the lecture, chapter law test and explanation, this “modular” teaching methods, not only can help students consolidate what they have learned, test the results of learning in a timely manner and promote the knowledge to the ability to effectively transform, but also be able to This “modular” teaching method can not only help students consolidate what they have learned, test their learning results in time and promote the effective transformation of knowledge into competence, but also alleviate their learning pressure and enhance their interest and participation in learning, so as to achieve better learning results.

4.2. Enriching Teaching Methods and Enhancing Teaching Effects

In addition to playing videos, introducing interesting cases, role-playing and other interactive elements, teachers can integrate cutting-edge AI technology and big data analysis tools to accurately capture each student's unique points of interest and personalized learning needs, thus realizing the intelligence and personalization of education, and significantly enhancing the teaching effect and student participation. In this way, teachers can carefully design teaching content according to the individual differences of students, ensuring that every lesson can effectively stimulate students' participation and accurately meet their personalized learning needs, thus realizing an efficient and personalized educational experience.

4.3. Enhancing Teaching Methods to Help Students Grow

In the traditional teaching mode, teachers usually play the leading role, while students are often in the position of passive acceptance, lacking the opportunity for active exploration and participation. The “problem-oriented” teaching method emphasizes students' subjectivity and active participation, and by organizing in-depth group discussions with timely guidance and feedback from teachers, it builds a highly efficient and interactive learning environment, which significantly improves the teaching effect and learning efficiency. Group discussion not only enhances students' communication and collaboration skills, but also motivates them to think deeply, explore and seek the best solutions together, and then develops students' ability to deal with practical problems.

4.4. Emphasizing Process Evaluation and Promoting Teaching Improvement

The traditional teaching evaluation mechanism tends to focus on result-oriented, mainly through the collection of teaching evaluation at the end of the semester to assess the quality of teaching, then the feedback from students and the improvement program made accordingly can only be implemented in the next course. On the one hand, outcome evaluation often has a lag, even if the course design is better, it is difficult to find and solve the existing problems in time, and can only be adjusted and optimized in the subsequent courses. On the other hand, learning needs will gradually change with the depth of the course, and the current outcome evaluation

system tends to focus on the measurement of the final results, so we need more flexible and continuous assessment methods to better adapt to the changes in learning needs. By incorporating a dynamic process evaluation component into the existing teaching evaluation system, teachers are able to collect student feedback in a timely manner, thus adapting and meeting students' individual needs in a more flexible manner[2].

4.5. Reflecting on Teaching and Forming Teaching Accounts

Teachers need to insist on recording the daily teaching process, and regularly conduct in-depth reflection on teaching, on the basis of accumulated experience in teaching courses, to form a teaching ledger, such as the teaching schedule, which should include the corresponding time of the chapter teaching, corresponding to the specific content, student feedback on the course evaluation, as well as the content that should be deleted and added, and so on. Through the establishment of detailed course accounts, teachers can provide valuable references for future course design, and ensure that in the subsequent development of the course, they can make more accurate and effective course design and optimization based on past experience and students' actual needs. This will not only build an orderly teaching guidance system within the course, scientifically divide the teaching modules to ensure the normal progress of teaching; it can also quickly summarize the problems in teaching practice, provide precise optimization strategies for subsequent teaching, and at the same time, promote the exchange of teaching experience among teachers of the same course, and jointly promote the overall development and enhancement of the economic law course.

5. The Construction of Economic Law “People-Oriented” Teaching Mode

5.1. Stage 1: Pre-Course Preparation

Students should make full use of the online teaching resources provided by teachers in advance to carry out pre-course study. These videos can be provided by teachers from more commonly used online education platforms such as Learning Channel or made by teachers themselves. Through pre-course preparation, students can not only enhance their independent learning ability, but also understand the key points of the course in advance, laying the foundation for in-depth discussions and interactions in class[3]. Compared with downloading standardized videos from online education platforms, teachers' self-produced teaching videos are more advantageous. However, due to the large number of economic law contents and the difficulty of recording, teachers in the same course group can divide the work and cooperate in recording teaching videos together, and through the course group's cooperation, the teachers are able to focus on their respective areas of specialization and select and record teaching videos of their own chapters in which they are good at. In addition, taking into account the learning needs and characteristics of different students, teachers can customize the teaching content and develop highly personalized, “high-end private customization” style economic law course videos, which can significantly improve the teaching effect and students' learning experience.

5.2. Stage 2: Lecture in Class

For the theoretical classroom of economic law, it is very important to stimulate students' interest in learning. Teachers should make full use of role-playing, scenario construction and actual case analysis and other teaching methods to help students understand the principles of law, so that the theoretical knowledge and practical application of the close combination of the overall enhancement of students' legal literacy and ability to solve practical problems. For example, in guiding students to learn the punitive damages of food safety law, teachers in the actual classroom teaching activities can use information technology resources to simulate the scene of consumers going to merchants to defend their rights, the students will be divided into groups, each member of the team to play different roles, such as consumers, merchants, etc.,

through role-playing, to re-create the process of consumers to defend their rights. This will not only help students learn the relevant provisions of the Food Safety Law on punitive damages, but also enhance their legal awareness and self-protection ability by experiencing how to use legal weapons to defend their rights in real-life situations through specific case studies and role-playing and other practical aspects.

5.3. Stage 3: Class Discussion

In the course of the course, case studies are conducted in small groups of four to six members each. In the discussion, group members share the difficulties and problems they encountered and then seek solutions together through internal communication and interaction. Afterwards, students then communicate across groups, where the leader of each group puts forward the difficult problems that the group has not been able to solve, and the other group members make concerted efforts to answer them together. Finally, the lecturer analyzes and explains the representative questions in the case study to help students sort out their thoughts and consolidate their knowledge[4].

5.4. Stage 4: After-class Revision

Teachers can not only share learning materials related to the knowledge points of the chapter through Learning Access or other platforms after class, but also set targeted practice assignments to ensure that students can fully understand and master what they have learned. The form of homework should be diversified to meet the learning needs of different students. In addition to the common multiple-choice questions, fill in the blanks, short answer questions and other basic forms, can also be integrated into innovative forms of homework: for example, the discussion of a certain point of view, typical case studies, online forums and so on. Through these diversified forms of assignments, students' learning outcomes can not only be comprehensively assessed, but also stimulate their interest in learning and improve their practical problem-solving abilities, thus achieving deeper teaching goals. Students should record the problems they encounter in the process of online review and completion of assignments, and then ask their classmates or teachers to solve the problems in the next class.

5.5. Stage 5: Post-course Practice

After completing the study of theoretical knowledge, it is also necessary to carry out the course practice, the teacher can require students to select a chapter case in the course module, such as consumer rights cases, antitrust cases, etc., and then according to the group case preparation, and in the practice class for the presentation of the presentation of the form is not limited, such as the recording of the interpretation of the video, the PPT explanation, on-site situational drama performance, etc., after the completion of the presentation of each group, the teacher will After each group's presentation, the teacher will give professional comments and summaries to guide students to understand the key points and optimize the analysis methods. Finally, all the practical information will be archived as electronic records, which not only deepens students' understanding of theoretical knowledge, but also enhances their practical ability and teamwork spirit. At the same time, for the students, this special record is also a precious memory and honor in the study of law, and an inexhaustible motivation to continue to ignite students' passion for learning.

The pre-course preparation stage, classroom teaching stage, review and consolidation stage, and post-course practice stage together constitute a comprehensive and systematic teaching closed loop. In this process, students not only have access to rich and high-quality learning resources, but also have real-time insight into their own learning progress, identify knowledge blind spots, and then improve their learning methods and learning efficiency[5].

6. Conclusion

As an important law for adjusting market economic relations, economic law plays a great role in the development of China's market economy and is in an important position in the whole national legal system. Through continuous curriculum reform and innovation, students can not only obtain comprehensive and systematic knowledge of economic law in the classroom, but also further stimulate their professional learning potential, enhance their ability to analyze legal theories, solve practical legal problems, participate in judicial practice and provide legal consulting services. Our goal is to cultivate composite legal talents who are proficient in specialized knowledge of law and also have excellent practical skills and a sense of social responsibility, so as to adapt to and promote the comprehensive development of the economy and society. In the future practice of education, we should adhere to the teaching concept of taking students as the main body, adhering to the teaching concept of cultivating students' ability of independent development as the core, and paying great attention to students' personalized growth, so as to carry out the concepts of "making people moral" and "educating people in all three aspects".

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