Opinions About Cultivating Practical Legal Talents Training in the New Period

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Abstract. Along with the progress of the society and the development of the times, the complex social relations raise the demand for professional legal talents. Combined with the actual situation of new period, this article analyzes the strengthening channels and measures for the practice type of legal talent training.

The Scope of Work for Practical Legal Talent

In the eyes of ordinary people, people who are engaged in judicial work are often regarded as “legal workers.” This is actually a general definition of college graduates of law who are engaged in related legal practice work. Those who often come close to the livelihood of the people, who mostly reflect public opinion, and combine theory with practice, are the practical legal talents, with the necessary basic skills.

Lack of Cultivation System of Practical Legal Talents

Along with society’s progress and “the rule of law” concept is drawing more and more attention by people, thus “litigation” is no longer being judged, and the “legal aid” is gradually recognized by the people. However, because people’s awareness is in a transition phase, so the demand for practical legal talents both in quality and in quantity is obviously forming a huge gap. Compared with the traditional talent training system, some of the losses because of the lack of subjective and objective factors are worth summary and reflection.

Firstly, the education idea is backwards. There are many who are engaged in the legal talent training, and even some senior scholars, when a reference to the practical legal talent training is made, often will put legal professional abilities assessment in the form of quantitative. The author thinks that, although these scholars’ original intentions are good, but this way is not an option, because this kind of education idea is clearly still affected by the examination-oriented education system. Adopting this education idea will mean that the so-called cultivated practical legal talents, often appear in the actual work with very rich theory knowledge, can even come with allusions anytime at anywhere, but, after the external objective factors have subtle changes, these people very clearly show the uncertainty and inability. This is by no means a general sense of “high score and low ability.” The lack of judicial personnel, seriously affects how to carry out and implement the concept of the rule of law, and must be corrected in a timely manner.

Secondly, the teaching method is relatively rigid. While in the traditional way of teaching, a large number of moot courts or the student groups to participate in the judicial practice have been organized. But according to the actual effects, the positive feedback is not obvious. The reason is that this way of teaching is indeed part of the practice of cultivating legal talents, but excessive emphasis on the program correctness, and completely ignored flexible use of knowledge of law, law, have let the students, when not officially going to the society, and getting familiar with the judicial practice, are psychologically burdened.

Thirdly, the teachers’ level needs to be promoted. In the development and, social progress, the legal system has been advancing as the times is changing. But compared to the change of external environment factors, the teaching faculty level is to be improved imminently. Seniority classification is prevalent, and a large number of professional talents are buried for a long time. It is particularly bad that very few scholars engaged in teaching work in colleges and universities have
some part-time jobs in the society. In the process of social affairs, they often require students to participate in, but this is not to require the students to strictly go in accordance with the laws and regulations to exercise their professional expertise, but according to the teacher’s personal needs, require students to provide some legal service, which is quite against the teaching aim of teaching. When the students participate in practical work, this type tends to continue, without a doubt, this is a blasphemy to the judicial system, especially to the practical law talent cultivation system.

**Perfect the Practical Measures of Legal Talent Training System**

Find out the existing or hidden problems in the legal talent training system, and distinguish it, before solving it, is the right interpretation for practical legal talent training system, and fundamentally carrying out and implementing the “quality education”. It can be roughly divided into five levels.

Firstly, deepen the reform of course system. Bold attempt, and careful conclusion is often mentioned in the judicial work, and it can be completely put in the practice to push forward the reform of course system. Let the students fully contact theory knowledge at the same time, combined with the practice of a certain amount of case analysis, to improve the comprehensive ability of students. Practical curriculum system, including legal clinics, lawyer practice, a variety of forms such as community justice, the moot court, cultivate the students’ legal professional skills in an all-round way. At an early stage, the teacher can, according to students’ ability and interest in learning, organize students accordingly to view related content, and after it, summarize it in writing. This no standard-answer course reform can completely and directly mobilize and motivate the students’ learning enthusiasm, and to a certain extent, reverse the passive learning status, to lay a good foundation for the students.

Secondly, establish a scientific and standardized teaching evaluation mechanism. For some judicial cases, it’s okay for students to have different ideas, as long as they are able to find the code to support their arguments, and the teacher should attach importance to it. So it truly show the students’ ability for active learning. In teaching evaluation, teachers should base on the student comprehensive ability, to carry out relevant assessment and completely break the quantitative way on theoretical knowledge. In this way can we really develop a number of highly qualified professional practical law talents.

Here, we need to emphasize that allowing students to have a personalized approach to learning is not the same with encouraging students to take the way of grandstanding to “attract attention”. Because the relevant judicial content is rigor and has exclusive characteristics, when students view and handle some legal problems from different angles, it is worth encouraging, but confusing causality and even inverting it is not allowed, the teacher needs to make harsh criticism, and the correction to the student’s learning mentality. We absolutely can’t let this kind of irresponsible behavior and attitude wantonly spread.

Thirdly, encourage students involved in a wide range of work in the legal practice. After watching some of the social justice practices, they basically have summarized some experiences, on that basis the teachers can encourage students to widely participate in the legal practice, for promoting the comprehensive professional abilities of students, outstanding practice abilities are very helpful. In legal practice, after all, they will encounter all sorts of uncertain factors in the work of actual judicial case, which is different from the content and the unified teaching materials. Especially for some students who come from the countryside, teachers can according to different needs, organize some theme s related to the law propaganda work, so that on the one hand, students can, through the shortest amount of practice, experience the achievements of theoretical knowledge into practice, on the one hand, can understand and master the actual law problems of farmers and summarize material, allowing students with more questions and more in-depth study. Teachers at this stage need to grasp the depth of legal practice. Letting the student participate in legal practice increases their breadth of knowledge, but given that students’ personal abilities and legal professional experiences indeed still show some obvious shortage, if they are excessively exposed to the actual content with more complex cases, the students’ logical thinking must be troubled.
Based on this, the teacher can choose the content that is appropriate for students to participate in legal practice, and they can timely eliminate students’ problems, as well as relieving students’ learning pressure, after both of which learning effects can be improved obviously.

Fourthly, to create “double type” teaching talents. For some teachers who are rich in theoretical knowledge but whose practical ability was weaker, as the school would have thought, based on fulfilling teaching actual demands, at the same time, the teachers are required to improve their practical levels, so as to meet the actual teaching basic requirements of the implementation of quality education for students. If the communication channels are good, timely organize teachers to study abroad for further study, which is a fast and effective method to promoting the teachers’ practical teaching abilities.

Fifthly, regulate the behavior of the teacher’s daily teaching. Judicial professionals need to have rich knowledge of law, as well as good professional ethics. To have the basic qualities of a teacher is one of them. For a handful of teacher misconducts, the university should restrain it in a timely manner. In addition to the teacher’s daily teaching, the school should undertake a series of comprehensive evaluation, and as for teachers who are participated in social affairs, that need to be controlled too. In this way can we truly make sure that teachers have enough energy to devote his time to teaching practices.

Conclusion

“Dragon flies by the clouds, and long snake swims through the fog, when the clouds or fogs go away, they share the same place with ants.” Excellent talents need to be developed through the perfect system, and the concept of the rule of law also need more practice legal talents, to actively participate in. Outstandingly, deepening teaching reform, promoting the students’ ability education, is the practice of socialist core values. For long-term engaged teachers, they must timely patch up holes appearing in the work, and cultivate more excellent judicial personnel to make a positive contribution for the country.

References