Path Exploration of Teaching Reform of Law Undergraduate Education Under the Background of "Internet +"

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Abstract. At present, the large-scale training of law students in our country has indeed played an effective role in solving the problem of lack of talents for the development of the rule of law, but there are also some problems in teaching activities. Law is a specialty with strong practicality. Under the background of "Internet +", the application of diversified teaching modes such as Massive Open Online Course (MOOC), Micro-Course Online and Flipped Classroom has challenged the traditional law undergraduate education. The cultivation of law undergraduate talents needs to start from the great development of "Internet +", re-integrate the law undergraduate curriculum and reform the law undergraduate education and teaching, so that the law undergraduate education and teaching can meet the demand of "Internet +" for law talents, so as to cultivate more practical talents for the society.

Introduction

Premier Li Keqiang put forward the "Internet +" action plan in his government work report in 2015, with "Internet +" becoming the focus of attention of all sectors of society. Since then, the Internet and the traditional industries have been further combined and integrated to promote the further innovation and development of the traditional industries. There have been new development channels, development fields and innovation channels in the traditional fields. As a national strategy, the "Internet +" action plan will surely lead the economic development and become an important new driving force for economic development. Like other sectors of society, education is also affected by "Internet +". With the rapid development of modern network information technology and the arrival of the big data era, network information and technology have penetrated into all fields of social life, and education is inevitably affected by the network and needs to be developed by the network. The "Internet +" thinking pattern has had a revolutionary impact and challenge on the field of traditional legal education. How to adapt legal education to the requirements of "Internet +" and change educational concepts, teaching methods and models to promote the service level and quality of legal education is an unavoidable issue in higher legal education and is also an issue to be studied and solved urgently in front of legal educators.[1]

Reflection on the Current Situation of Law Undergraduate Education

Current Situation of Law Teaching in Colleges and Universities

In the process of law undergraduate teaching in our country, it is still a teacher-centered and teacher-led teaching mode. Students spend most of their time taking notes or writing plans in the process of learning, which deprives students of the ability to think independently in the process of learning. The traditional teaching methods are too rigid and neglect the students' initiative in learning to a certain extent. Most students are in a passive receiving state in the process of learning in class, lacking the initiative in learning, the ability to analyze and solve problems. This is very disadvantageous to the development of our society and the construction of talents.

In our country, unreasonable curriculum arrangement is common in colleges and universities, and even some colleges and universities have the phenomenon of "setting up classes for people", which leads to students' lack of systematic discipline construction, making it difficult for students to form a more systematic and comprehensive knowledge system. However, there is a lack of professionalism
and systematization in the setting up of various specialized courses in law. This is contrary to the aim of contemporary legal education in China. In teaching practice, most teachers often do "cramming education" in order to complete the teaching task, and lack the setting of practical teaching links, which makes the theory and practice disjointed. Students' mastery of knowledge points is only limited to understanding and grasping the surface of knowledge points, and lack of flexible use of knowledge points.

Although there are case teaching method, discussion method teaching method, simulated court teaching method, legal clinic teaching method and so on, the teaching method of law major in our country is basically a partial teaching reform within the traditional standard curriculum and within the framework of the legal system, and the implementation effect is not ideal. At present, the legal clinic teaching method in the true sense of law schools in the whole country has not been really used in classroom teaching.[2]

**Study Status of College Law Students**

The development of the Internet has not only brought about changes to people, but also caused students' inertia in learning. In most law classes, students will "bury themselves" in playing mobile phones and so on, which makes students unable to concentrate in class and neglect their studies. Therefore, the reform of law teaching in China's universities should be carried out under the background of Internet, which is the inevitable way of law teaching reform in China's universities. With the development of society, the students' ability to accept incoming affairs in their daily learning process is becoming stronger and stronger. In addition, with the development of Internet technology and the improvement of economic level, the learning tools used by students are becoming more and more diversified. When students encounter professional problems, they can use mobile phones, 4G networks and APP to solve them all. Students rely on mobile phones excessively, which makes them lose their ability to learn independently and lack the spirit of exploring professional knowledge.

In the four-year undergraduate study, students spend most of their time sitting in the classroom learning professional courses, and their knowledge of the profession often comes from the teachers in the class, but the teachers in the professional courses still give priority to theoretical teaching in the teaching process, making the students lack long-term career planning in the four-year study process. This results in students being extremely maladaptive when they first enter the profession.

**New Opportunities and Challenges from "Internet +" to Law Undergraduate Education**

With the development of the Internet, network technology has penetrated into all aspects of social life. The proposal of "Internet +" is a reflection that the Internet has had a profound impact on social production and life and will further change production and life. "Internet +" is based on the Internet, combining the innovative achievements of Internet development with various fields of society in depth, realizing technological innovation, efficiency improvement and structural innovation, enhancing the innovative power and productivity of various sectors of society, and forming a new ecology of real economic development based on the Internet and factors of production.[3]

"Internet +" Teaching Mode Challenges the Law Undergraduate Education

The "Internet +" era has provided opportunities and challenges for the reform of legal education. Due to the limitation of time, space and teaching mode, the single and self-appointed traditional classroom education mode can neither pay attention to students' acceptance and mastery of knowledge, nor help students improve their professional quality and enhance their professional ability. The in-depth application of network information technology urgently requires the "double revolution" of teaching and learning, speeding up the transformation from teaching-centered to learning-centered, from knowledge-based to ability-based and from classroom-based to multi-learning methods. The arrival of the "Internet +" era provides an opportunity for this reform. It not only creates a ubiquitous learning environment, but also effectively constructs a learning society. At the same time, with the rapid development of life and education methods such as "micro-world, micro-communication", how to break through the space-time restrictions and create an omnipresent
The learning environment is also a challenge that the traditional legal education model in the internet age has to face.[4]

"Internet +" Era Provides Convenience for Law Undergraduate Education

The combination of Internet development and education has deconstructed the traditional education mode and education system, and is building a new interactive mode of teaching and learning. Unlike traditional classroom teaching, education under the Internet has developed diversified teaching modes, such as Massive Open Online Course (MOOC), Micro-Course Online and Flipped Classroom. According to the needs of students, they can be provided with experiential learning, cooperative learning and mixed learning. Internet education has changed the traditional teacher-centered mode of education to a learner-centered mode. The Internet has guided the arrival of the big data era. Big data provides students with conditions and convenience to consult laws and cases, and is conducive to students' grasp of knowledge, analysis of laws and discussion of cases. The Internet can provide various virtual case scenes and trial scenes, carry out character transformation, and allow students to represent and try cases in a virtual space, thus completing case research and analysis.

"Internet +" Model Calls for Applied Legal Talents

This is the best time and the worst time. In this period of social transformation, there are many problems to be solved. In the face of such a generation, whether from the perspective of the state, or from the perspective of enterprises and individuals, legal talents will surely become an important demand for the realization of the "Chinese Dream". Today, the development of the Internet has become inseparable from each of us and our daily life. Everyone may face the need to safeguard their rights. Law is close to life. We should refine the sword of law in school, protect ourselves and protect others, and "live" the law study. This is the awareness and ability that a qualified law major undergraduate should possess. [5]

Path of Legal Undergraduate Education under the Background of "Internet +"

In today's turbulent times, it is an important step to grasp the opportunity and train new applied law talents in the construction of China under the rule of law. As an incubator of law talents, colleges and universities should change their teaching concepts and methods according to the actual needs.

Objective Understanding of Undergraduate Education Mode in "Internet +" Era

In the classroom teaching under the "Internet +" era, classroom teaching is the first attribute and "Internet +" is a derivative attachment. "Internet +" is a kind of technical support for education, more of which is modernization of a way. The teaching resources in the "Internet +" era are unprecedented and rich in educational environment and teaching methods. The way students acquire knowledge is more convenient and the cost is greatly reduced. This greatly makes up for the shortage of traditional education and also brings unprecedented opportunities for the development of education. The classroom in the era of "Internet +" should still return to human itself and realize human values. The classroom education in the era of "internet plus" should be aimed at students, respect their human dignity and strengthen their ethics instead of just staring at the mechanized, technical and standardized classroom on the screen. The network and information technology should be tools to help people communicate, not a means to bind teachers and students. [6]

Integrating Legal Subjects Closely Related to "Internet +"

The legal issues that are easy to appear under the Internet economy include: consumer rights protection, contract disputes, unfair competition, administrative licensing, etc. In the original modules, these departmental laws belong to different modules, so if you want to fully understand the legal risks and responses under the Internet economy, you need to learn different modules, which is contradictory to the current credit system. Therefore, we can consider abolishing the module system
and expanding students' free choice, or we can add the module of Internet economic and practical law to the module to attract students to choose classes according to their needs.

**Going Stratification Education and Cultivating Applied Talents of Law**

Just as there is diversity in biology, there are many levels of law undergraduates studying in school from their own level and ideal goal. Some have strong interest to study legal theory. Some want to join the legal practice and become a new force in the construction of the rule of law. Some of them are driven by passive choice and it is the highest pursuit to be able to graduate and protect themselves. However, the planning of undergraduate quality education at this stage does not fully meet the requirements of these students at different levels of demand. The most important thing is that the existing model does not provide enough training opportunities for students in the training of applied talents. In the field of Internet, if universities can use resources to cultivate students' practical ability, it will not only be an unforgettable learning experience for students, but also the best starting point to practice.[7]

**Conclusion**

Legal education should not be one-way but two-way interaction. The so-called interactive teaching is not mutually passive, not one party active and the other passive, but both parties are active in teaching. However, the realization of this interactive teaching requires certain conditions, and "Internet +" has brought about an opportunity for this change. At the same time, law is a specialty with strong practicality. Under the background of "Internet +", the application of diversified teaching modes such as Massive Open Online Course (MOOC), Micro-Course Online and Flipped Classroom has challenged the traditional law undergraduate education. The training of law undergraduate talents should keep pace with the times according to the needs of talent development and re-integrate the law undergraduate curriculum based on the great development of "Internet +".

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