

Researching University and local Cooperation for Legal Talent Training on the Construction of Practical Teaching Base

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ABSTRACT. *Law undergraduate education is to train students to use legal knowledge to deal with legal affairs skills degree education, promote the integration of industry and education, school and local cooperation is an effective way of law undergraduate education practice innovation. At present, there are some problems in the construction of practical teaching base of law training for university-local cooperation in domestic universities, such as insufficient funds, unsound assessment system, unscientific way of guidance, forms of cooperation and simple content. In order to carry out the innovation and development of the construction of talent training bases for law majors in school-local cooperation, it is necessary to explore new ideas of construction from the aspects of ideology, material security, cooperation content and assessment mechanism.*

KEYWORDS: *School-land cooperation; Practical teaching; Personnel training; Construction of thinking*

1. Introduction

The new era national undergraduate education work conference held by the ministry of education in 2018 stressed the importance of adhering to the "people-oriented", "principle, promoting the", "four regression", accelerating the construction of high-level undergraduate education, and comprehensively improving the ability of talent cultivation. In terms of personnel training, colleges and universities are required to further promote the integration of industry and education and the combination of education and science, improve the mechanism of collaborative education between colleges and universities, practical departments and industrial enterprises, and realize cooperative education, cooperative employment and cooperative development. The outline of the 13th five-year plan for the development of national education career also requires that undergraduate education

should focus on promoting the reform of education teaching, explore the talent cultivation mode combining general education and professional education, strengthen the link of experiment and practical training, and establish the cooperation education mechanism between universities, enterprises and industries. The goal of cultivating law professional talents is to cultivate applied and interdisciplinary legal professionals. "Taking the construction of the special zone for the cultivation of professional talents as an opportunity, we will take multiple measures to constantly explore the reform of the training mode of legal professionals in line with our own needs under the new situation."^[1]

2. Methodology

2.1 Problems in University and local Cooperation for Legal Talent Training on the Construction of Practical Teaching Base

2.1.1 Insufficient investment in school-local cooperation funds

At present, the cooperation between education and off-campus teaching bases in domestic universities focuses on scientific research rather than teaching. As for the cultivation of legal talents, due to the influence of traditional concepts, there are various majors in colleges and universities, and the funds for each major are relatively insufficient. The expenses for the construction of practical teaching bases related to the cultivation of legal talents are extremely small. At the same time, the practice teaching base often takes economic efficiency as the goal of school-land cooperation. In addition, when the office funds are allocated according to the staffing, there is not too much money to expand the capacity for temporary "foreign personnel" to study and work, so they are not willing to invest too much.

2.1.2 Lack of school-local cooperation assessment mechanism

The education assessment system for the cultivation of legal talents in colleges and universities emphasizes the assessment of the quality of the cultivation, with the cultivation of students' ability to apply legal knowledge as the assessment content, and the social recognition of graduate students as the assessment standard, which

has the characteristics of long assessment time and potential benefit. As a practical teaching base, the assessment system of enterprises and legal practice departments highlights its own economic and management benefits, which is characterized by immediacy and obvious benefits. Therefore, due to their different goals of cooperation, it is difficult to form an effective fit in the school-local cooperation assessment jointly built by colleges and universities and practice teaching bases in a short time. Different subjects adopt different assessment standards, and it is difficult to form a unified and scientific assessment mechanism.

2.1.3 The guiding method of school-local cooperative teaching is vague

The key to measure the success or failure of school-local cooperative base construction lies in whether students can truly combine theory with practice through the practice training of practical teaching base. "Practical teaching, as the practicalization of curriculum, is not a pure practice. Its goal is not to solve specific problems, but to display and experience knowledge and its possible application." [2] However, as a matter of fact, there is a general shortage of teachers for law majors in Chinese colleges and universities, and the teaching philosophy of teachers focuses on theoretical teaching, so it is difficult for teachers to give guidance in practical teaching base units. The off-campus instructors in the practice teaching base are too busy to guide students in practice teaching. Therefore, the reality is that the teaching guidance in the school-local cooperation base will inevitably result in insufficient interaction and integration. The instructor does not understand the internship situation of students, and the guidance is just a formality with vague guidance methods.

2.1.4 The content of school-local cooperation is simple and simple

At present, domestic colleges and universities have basically established cooperation bases for the cultivation of legal professionals, but most of them are mainly due to the professional evaluation index of education administrative department and the requirements of the training program for legal professionals, and are rarely for the purpose of cultivating and improving students' professional practice ability. School in response to the competent administrative department for

education, therefore, to evaluate, often only pay attention to the number of practical teaching base, while ignoring the practice teaching base of the investment of resources and the cultivation of the professional teachers' practical ability, make students practice condition limited, professional teachers guide students practice ability is limited, not to mention the high level of service the ability of the society. Similarly, the practice teaching base to cater for the countries and friendly school of "the combination of theory and practice of" principles and requirements, also "very enthusiastic" and school signed a joint agreement to foster talents, but it doesn't pay attention to improve this unit staff of professional theory accomplishment, know only requests the student to follow suit, and difficult to tell the students the basic principles of this painting. Teachers of the school do not contact the reality, the staff of the practice teaching base do not cross the door of the university, except for the spontaneous exchanges between friends, it can be said that the two sides "silos", which is the most fundamental problem in the construction of practice teaching base for law students. All in all, in traditional practice teaching mode of law: between practice teaching and knowledge teaching is mutually fragmentation and disconnect two learning stage, law schools (personnel training units) and the department of law practice), unit of choose and employ persons is primary and secondary, advocate complementary, active passive relationship between, also led to the students "learn and use, the rule of law" talent cultivation of "supply and demand contradiction, bad blood between even conflict has for a long time."^[3]

2.2 Ideas for University and local Cooperation for Legal Talent Training on the Construction of Practical Teaching Base

2.2.1 To improve the ideological understanding of practical teaching in school-ground cooperation bases

Local university personnel training goal is applied talents, training to master the basic knowledge of social production and living needs and basic skills of professional talents, its characteristic is: have the knowledge base, mature and applicable structure, flexible mastering of basic knowledge and application ability, attach importance to experimental teaching and practice. Therefore, it is necessary to attach great importance to the practical application ability of legal knowledge in the

talent training of law major in colleges and universities. Legal theory knowledge can only be transformed into social service skills through practical application. On the one hand, students of law major who practice in the cooperation base on campus must clearly understand the target orientation of training application-oriented talents, improve their proficiency in legal knowledge and the ability to flexibly use basic knowledge to solve practical problems. On the other hand, they can also acquire more relevant professional knowledge, broaden their scope of knowledge, increase social experience, accumulate work experience, find suitable jobs, and shorten the knowledge, time and psychological distance from the actual work.

For the off-campus bases, they can not only select legal talents suitable for the nature and characteristics of their work through practical teaching cooperation, but also solve various bottlenecks in talent recruitment. In addition, the objectives and characteristics of legal professional training can be understood through practical in-depth cooperation, so as to provide reasonable Suggestions for colleges and universities to cultivate talents that meet the needs of the society. Only by establishing the new concept of the construction of the teaching staff of the practical teaching of law and the innovative paradigm of the practical teaching mode of law, can the dilemma of the cultivation of legal talents be solved fundamentally."^[4]

2.2.2 To increase the investment in the construction of the practical teaching base on campus

From the perspective of manpower input, first, leaders at all levels in charge of internship work in colleges and universities should attach great importance to it, or regularly check the implementation and implementation of internship work; Second, the college internship instructors should be responsible and committed. Conditional when the school practice instructs a teacher to should go to practice teaching base crouch a dot, guide a student to practice already, make oneself get exercise again. When there is no condition, we should often ask the students about their internship, and check the students' internship from time to time. Third, the student must complete the practice task completely according to the practice plan request; Fourthly, the instructors of practical teaching bases should try their best to guide students and impart practical experience without reservation.

From the perspective of material input, first, colleges and universities should strictly comply with the requirements and standards of education administrative department to fully allocate student internship funds and internship base construction fees; Second, the practice teaching base should also be actively involved in improving the internship and office conditions of students.

2.2.3 To build a closer cooperation and sharing relationship between universities and practical departments through the university-level practice teaching base

As a discipline with strong practicality, the function of cultivating talents and scientific research is to serve practice, which is the vitality of the discipline of law. "School-local cooperation is an effective way to improve students' practical ability and cultivate their humanistic spirit." [5] The practice teaching base is the carrier of practice teaching, which is not only the platform for the combination of students' legal knowledge and engineering knowledge, but also the knowledge exchange platform between the campus instructors and the practice teaching base instructors. School teachers can through the practice teaching base in the practice of students, together with the practical teaching base of the practice of construction project in the field of complex legal dispute for full discussion, form according to the existing theories, and operational treatment scheme, can even form a universal and normative guidelines, construction engineering in order to solve the similar case happened.

2.2.4 Establish a scientific and reasonable practice teaching base student practice assessment system

The assessment of students' practice teaching base mainly involves three problems to be solved. First, the determination of assessment objects. The assessment objects of students' internship status include students majoring in engineering law, it also includes mentors. Second, the examination content determination. The assessment of students should not only focus on the student's compliance with discipline and system during the internship, but also assess the improvement of students' practical ability; The evaluation of the instructor is mainly about the degree of physical and mental investment during the period of guiding students. Third, the determination of the assessment index system. The

responsibilities and rights of colleges and universities and practice teaching bases in students' practice work should be clearly defined in the assessment index system and the agreement on practice teaching bases, so as to ensure that the practice work is not affected by the problems existing in the construction of practice teaching bases.

3. Acknowledgement

A. Phased outcome for 2017 Hunan Province Ordinary Higher Education Teaching Reform Research Project: Research on the Construction of Professional Practice Base of Engineering Law Subjects .Project number[2017]452 .

B. Phased outcome for 2017 Hunan Education Science Planning Project : Research on the Construction of Characteristic Discipline of Engineering Law in Local Universities under the Background of "Double-Class" Construction. Project number : XJK17BGD028.

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