

# On the Application of Comprehensive Teaching Method in the Teaching of International Economic Law

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**ABSTRACT.** *The inter-economic law course is an important part of the undergraduate professional course system of law in colleges and universities. Because international economic law has the characteristics of complicated content and strong comprehensiveness, teaching is more difficult. Based on the analysis of the reform of the teaching methods of international economic law, the paper analyzes the comprehensive application of heuristic teaching, case teaching, bilingual practice teaching and other teaching methods to provide guidance for the better implementation of international economic law teaching.*

**KEYWORDS:** *International economic law, Comprehensive teaching method, Teaching reform*

## 1. Introduction

In the structure of the textbook, it should be compact and eliminate unnecessary chapters; use concise language in the content writing as much as possible to enhance the readability of the textbook; add people to discuss the current hot and difficult issues of the international community and inspire students to frontier issues Thinking; add some classic cases after each chapter to develop students' ability to solve practical problems [1]. A qualified textbook for undergraduates is not to show readers how much content and how many arguments should be presented; but to allow students to find the joy of learning and learn to think by reading and understanding the knowledge in the book.

Theory comes from practice, and vivid practice creates fruitful theoretical achievements. If teachers can continue to enrich and improve the course handouts based on teaching practice, summing up and condensing sublimation, and even compile them into textbooks, such textbooks must be the most practically based and will certainly be welcomed by students. The "World Trade Organization Law", which has been reduced, is written on the basis of summing up the courses offered by the Diplomatic Academy [2]. The system is compact, the content is novel, the structure is scientific, and it is easy to understand. It is very suitable for students to read. Of course, this has very high demands on teachers, and requires solid theoretical knowledge, and moreover, it needs to accumulate in the daily teaching practice. It should be pointed out that there are some disadvantages in doing so, such as the confusion of the use of teaching materials. In addition to the official textbooks, teachers can also draw up some bibliography for students, requiring students to read after class to supplement the deficiencies in the content of the textbooks, so that students with a strong interest in learning continue to improve through self-study.

## 2. Application of Heuristic Teaching Method

### 2.1 Overview of Heuristic Teaching

Heuristic teaching refers to the use of various teaching methods and the use of heuristic guidance methods to impart knowledge and cultivate abilities according to the teaching purpose, content, students' knowledge level and knowledge laws, so that students can learn actively and promote mastery of knowledge [3]. The key to heuristic teaching is to arouse students' enthusiasm for learning, inspire students' desire for knowledge, and make them full of strong curiosity about international economic law, making him feel the urgent need to learn international economic law. This imposes higher requirements on the innovation of teachers' teaching methods. It is necessary to change the past to treat students as passive and passive teaching objects, and adopt the teaching methods of strong infusion and rote learning. Instead, it is actively guided and inspired, starting from the knowledge base and acceptance ability of students, adopting teaching methods that students can accept and love,

and inspire students to think independently and divergently, and fully mobilize the enthusiasm and initiative of students.

## ***2.2 Specific Application***

At present, the hours of international economic law set by many colleges and universities are far from meeting the requirements of the teaching content, and heuristic teaching is particularly important. If the teacher is limited to the traditional teaching method mainly based on lectures, and is obsessed with the comparison and analysis of concepts, characteristics, and properties, it will result in a large amount of teaching content without time to explain, and the students learn from a book with limited content [4]. The scientific method is to sort out and summarize the key points and difficulties of the course, as well as the hot issues and controversial focus in the field of international economy, and show them to students one by one in the form of special topics, teach them to think and distinguish, and lay a good foundation for students' future academic research. Nowadays, law schools in colleges and universities basically have mock courts, and they can fully use this new teaching model to let students themselves play the parties to disputes and international arbitration institutions, so that students can understand and simulate international disputes more immersively. solve. For example, when explaining the chapter of WTO dispute settlement mechanism, the place of learning can be arranged in a mock court to allow students to experience the trial site. This method is more intuitive and more fun to learn than other methods.

## **3. Strengthen Case Teaching**

### ***3.1 The Role of Case Teaching***

Due to the high degree of specialization in international economic law, students will not be able to gain perceptual knowledge and understanding as easily as they do in civil law and criminal law. In the eyes of students, international economic law is very far away and strange to them, so cultivating students' interest in international economic law is the most important point of teaching. In teaching, when students are not facing jerky conventions, but lively and vivid cases, especially when they find solutions to these cases through hard work, while creating enjoyment and bringing joy, they are formed invisibly A strong sense of accomplishment will greatly enhance his interest in studying international economic law[5]. Case teaching is based on the deep analysis of the case by the students to summarize and propose solutions. This can cultivate students' ability to analyze and solve problems to a certain extent, and complete the transformation from theoretical learning to practical application. Legal education should focus on the dual training of students' theoretical foundation and practical ability, especially in the professional of international economic law, which requires high practicality. "Teaching fish" is not as good as "Teaching fish", allowing students to directly participate in teaching. To develop their creativity and teach them how to solve problems is the original intention and meaning of education.

### ***3.2 Case Teaching Implementation***

(1) Select case. First, the choice of case should be typical. The case selection should be consistent with the theoretical knowledge taught and interlocking, and it should be a representative typical case that frequently occurs in the international community, so as to receive good learning results. Search through the Internet, but you must make the necessary screening choices to ensure the quality and timeliness of the case[6]. Cases of foreign courts, especially WTO dispute settlement institutions and the International Center for Settlement of Investment Disputes, are undoubtedly the first choice, but on the basis of limited information, foreign-related cases heard by Chinese courts can also be used as auxiliary materials for teaching, such as international trade cases edited by some courts. Set and so on. Second, the choice of case should be novel. The contents of international trade, international investment, international finance, and international tax law are constantly changing, so the selected cases must reflect the latest contents of international economic law. Choosing outdated cases and using obsolete laws to solve problems can only cause students to make mistakes in their understanding. Finally, the difficulty of case selection should be moderate.

(2) Divide the study group. In terms of group division, one should not only follow the fixed method of student number or seat number, but also explore the characteristics of different students, teach students according to their aptitude, and form teams according to their needs. It should be noted that students with different abilities and qualities should be organized together. Some people need to search for information, some are specialized in translation, some are good at defending, and some need to conduct overall planning. Fully mobilize the

enthusiasm of each team member to stimulate the creative vitality of each team member, and cultivate students' ability to find problems, solve problems and teamwork in teaching and practice, so as to make it a dynamic unit for the whole class teaching And micro foundation to promote deep teaching.

### **3.3 Focus on Bilingual Practice**

In the initial stage of teaching, taking into account the students' ability to accept, only some concepts, professional terminology, etc. can be introduced in English. With the depth of the course, you can adopt the teaching method of alternating Chinese and English in the teaching process, so that students can gradually adapt to the bilingual teaching mode. When the bilingual teaching model matures, you can design some questions for students to answer in English to investigate and exercise their English thinking ability. At this stage, we can combine case teaching with bilingual teaching, prepare case materials in English, and let students use English as a unit for discussion, and the group representatives will speak in English after forming group opinions. Of course, this requires a lot of work. Considering the limited classroom time, the case can be sent in advance to allow students to make full preparations after class to ensure the smooth realization of teaching tasks. The way to organize bilingual teaching training classes or other short-term learning classes is a way, but the effect is not very good. After all, language training is not effective in the short term. Excellent teachers with a good foundation in English can be sent to study abroad. While improving their foreign language application ability, they can learn Western legal culture systematically. This is of great benefit for us to fully understand the operation mechanism of the WTO. After all, the makers of international rules are mainly These developed countries. In addition, we can also take a shortcut to select outstanding talents from returning students of law majors to serve as bilingual teaching of international economic law.

## **4. Conclusion**

In summary, through the teaching of international economic law, different teaching methods can be selected according to the different characteristics of each chapter, and the advantages of various teaching methods can be comprehensively used. Heuristic, discussion, case teaching and bilingual practice are different. Teaching methods are used in all stages of teaching to form a comprehensive, three-dimensional teaching method. In this way, good teaching results will be achieved.

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