



Analysis on the Application of Hybrid Teaching Method in Law Teaching

Wenhao Deng

Huihe (Dongguan) Catering Management, Co., Ltd., Dongguan 523539, Guangdong, China

DOI: 10.32629/jher.v3i3.886

Abstract: The traditional legal education model has seriously affected the innovation ability of law students. The rapid development of information technology provides a broad space for its application. Combined with the law, the mixed teaching method is adopted to give full play to the role of the network and extend the teaching activities from the classroom to the classroom, so as to meet the various learning needs of students and achieve the purpose of "deep learning". The teacher's performance in class and the students' behavior are integrated.

Keywords: blended teaching, law teaching

Introduction

With the continuous development of information technology, the application scope of mixed learning is more and more wide. How to change the simple teaching and realize the effective application of mixed teaching is an urgent problem to be solved by Chinese universities and teachers. In order to improve the quality of education and cultivate high-quality professional and technical personnel, the mixed teaching mode is introduced into legal education. It can stimulate students' enthusiasm for learning and improve their comprehensive quality.

1. The necessity of implementing mixed teaching method to improve the quality of classroom teaching

1.1 Updating the teaching method of law course

The demand for applied legal talents in market economy requires the updating of teaching methods in law courses, and more professionals are needed under the conditions of market economy. Market subjects also have a high demand for all kinds of talents, and employers tend to be profit-oriented and rarely provide professional training for them. The entry of students majoring in law means that they will immediately put into work [1]. The market economy needs applied legal talents, which requires the reform of legal education, so that students can master the basic knowledge of law in the shortest time.

1.2 Improving the quality of teaching

The traditional teaching mode of textbook + chalk + platform and the concentrated teaching method of taking notes and reciting exam notes in a single teaching scheme cannot fully mobilize the enthusiasm and initiative of students in learning. Today's college students are lively and cheerful, open-minded, with a wide range of knowledge and diverse needs. The students will be more demanding of teachers. So teachers need to adapt to the development trend of computer technology, the implementation of mixed teaching, so that students learn more dynamic learning and greater learning space.

2. The concrete application of mixed teaching method in law teaching

2.1 Strengthening the utilization of legal theory knowledge of college students

Due to the complexity of the course content and the limitation of class hours, teachers cannot teach all the legal theory knowledge in class, and at the same time avoid repeated teaching of legal logic. For example, teachers can learn legal knowledge in class through video, PPT and other multimedia methods. In terms of course content, teachers can learn by themselves through online learning platforms, such as China's Constitution, administrative law and international law, and have a profound understanding of the formulation of Chinese law.

2.2 Rational application of case teaching to stimulate students' learning initiative

Mixed study of some important chapters in law, including the basic nature of law, law effect, birth and so on. Students can be organized to have group discussions, and after the communication, each group can give a lecture to summarize [2].

It can not only improve students' language expression ability, but also consolidate theoretical knowledge, and improve students' ability to deal with current learning.

2.3 Using software to expand resources

Expand reading resources through micro videos, micro reading, and online tests. It is very difficult to identify and screen the relevant information correctly because there is a lot of redundant information in Internet teaching. In this case, teachers can decompose law courses and multimedia content through the online teaching platform, and push the knowledge needed in class to students and their mobile phones, computers and ipads quickly through micro-videos, micro-reading and other methods, so that students can see and read at any time and anywhere. Through the network examination, teachers can timely master students' learning and listening to the situation, for them to develop their own teaching plan, to achieve personalized teaching. After class, teachers can also use forums, post bar and other ways to carry out after-class extension.

2.4 Introducing situational teaching to cultivate students' awareness of independent innovation

Scenario teaching improves students' participation and the effectiveness of teaching by arranging group scenario simulation and carrying out activities. In terms of education, students can improve their knowledge and practical ability while learning legal knowledge. Situational teaching can be carried out through situational simulation, courtroom simulation, situational arbitration and other methods. The teacher can give the students a case, for example, the defendants Li and Hu planned to rob Bai (female, 20 years old), they bought knives, tape, gloves, false badge and other crime tools, and checked the crime place in advance [3]. Then two people division of labor, with crime tools, and fake maintenance into the white apartment to rob. Due to the white action of two people have a question and alert, so two people failed to act, they fled, and on the way to escape was caught by security personnel. Give to different students, different roles with simulation study, in the process of learning, the students' enthusiasm and initiative to learn more, and can discover case, assign roles, design scenario, answer questions, simulation exercises, summary, etc., make the students can learn and understand the knowledge not only, more can cultivate their autonomic learning, discovery, and the ability to create.

2.5 Workshops to stimulate students' interest in learning

In passive learning, each chapter takes the form of a special project. For example, the teacher will give students a question in advance, so that they can look over some materials before class, so that they can be fully prepared. In class, students participate, roles change, then the class discusses together, and finally the teacher summarizes. Through lesson preparation and presentation, students can experience a strong sense of responsibility, knowledge understanding and fun in class.

2.6 Introducing diversified teaching evaluation system to establish formative evaluation

The application of this teaching method is bound to affect students' evaluation methods. In the classroom, a dynamic and standardized examination system is adopted, including online preview, class discussion, class assignments, seminars, script simulation exercises, etc. The proportion of subjective questions, such as comments, case studies, consultation and Q & A, has increased in existing Labour and social security laws. This dynamic and normalized test method can prevent examinees from cramming before the exam, and also prevent individual examinees from cheating in the exam process, and improve their comprehensive quality.

3. Mixed teaching should be paid attention to in law teaching

3.1 Teaching methods emphasize the combination with traditional teaching

We should change the traditional teaching mode, put an end to the "stuffed" teaching mode, and adopt a complete set of teaching methods to improve students' participation in class, so as to achieve the purpose of improving teaching quality. In the application of mixed teaching method, attention should be paid to the combination with traditional teaching methods. Among them, classroom teaching method is the most widely used. In some courses, the traditional blackboard writing form can be adopted to combine the teacher's oral and body language to make it clearer [4]. In the course of law, we should combine law with mixed teaching according to the basic theory of law and make it an independent research subject. On the basis of providing scientific and systematic teaching content, we should use interesting language and heuristic teaching methods, and pay attention to the connection with other methods.

3.2 Highlight the leadership role of students and establish the subject status of students

To enhance students' subjectivity, from passive acceptance to active learning, teachers' subjectivity must be emphasized more. In teaching, teachers should do a good job in the classroom host and guide, let students freely express their views, and

can give them some questions and inspiration, so that they can better think and discuss.

3.3 Highlight comprehensive optimization of teaching content and clarify teaching objectives

In the case of mixed teaching time is limited, the corresponding practice time must be reasonably arranged. Through theoretical learning, combined with practice, we can deepen our understanding of theoretical knowledge [5]. Break through the limitation of chapter, enumerate the whole content of this course, make clear the knowledge to master, and determine the task to complete.

3.4 Pay attention to rational allocation of formative assessment

Teaching evaluation is an important means to measure whether educational objectives can be achieved in the process of education. Through comprehensive evaluation, a set of process evaluation system is formed, so that the skills training and integration ability of students can be continuously improved.

Conclusion

In a word, with the rapid development of information technology, legal education in colleges and universities is constantly changing and adjusting to meet the needs of the times and social development. The introduction of mixed teaching mode into legal education is to adapt to the requirements of network + and information age, further enhance the scientific nature, practicality and originality of legal education, so as to cultivate legal learners with keen insight and quality, and professional legal personnel with strong self-adaptability.

References

- [1] Fan Wang, Shuhan SI, Xiao Li, Jianmin Xu, Shuang Zhou. Research on the Application of peer Teaching in the Mixed Teaching of Acupuncture moxibustion Law in the Post-epidemic Era [J]. *Chinese Journal of Management*,2021,29(19):8-10.
- [2] Xiaoying Feng, Yijun Wu, Xiaoyang Pang, Jieting Cao. Blended Teaching Reform: Are Teachers ready? A Research on the Development Framework and Preparation of Blended Teaching Reform [J]. *China Electronic Education*,2021(01):110-117.
- [3] Na Yu, Fabing Tan, Yi Li. Exploration and Practice of Hybrid Teaching Mode in the Teaching of "Restoration Process Quality Management" Course [J]. *China medical education technology*,2020,34(05):634-637.
- [4] Xiaoqin Zou. Research on the Application of Hybrid Teaching Method in Law Teaching [J]. *Legal Expo*,2020(02):223-225.
- [5] Xuhong Cao. Application of Blended Teaching Mode in Law Teaching — Taking The Course of Law of Labor Law and Social Security as an example [J]. *Law and Society*,2015(34):236-237.