

Analysis on the Countermeasures of Economic Law Teaching in Colleges and Universities under the Background of "the Belt and Road"

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Abstract: The promotion of the "the Belt and Road" has injected new vitality into global economic and trade exchanges, and has also put forward new topics for economic law teaching in colleges and universities. In the context of the "the Belt and Road" strategy, this paper makes an in-depth analysis of the key problems encountered in the teaching of economic law in China's colleges and universities, such as the disconnection between the curriculum content and the practical application, the weakness of the practice link, and the low degree of internationalization of the teaching staff. This article further analyzes how to address these challenges through reforming curriculum content, strengthening practical exercises, and improving teachers' international qualities. This paper proposes that by optimizing teaching strategies, colleges and universities can more effectively cultivate professional legal talents in line with the requirements of the "the Belt and Road Initiative", thus promoting the progress of international legal exchanges and economic law teaching.

Keywords: "the Belt and Road", teaching of economic law, reform in education

Introduction

With the promotion of the "the Belt and Road" initiative, international economic and trade exchanges have become closer, which poses a higher challenge to the current legal system, especially economic law. As the core battlefield for cultivating legal talents, universities shoulder the responsibility of cultivating legal talents with international perspectives and practical abilities. When dealing with the legal affairs involved in the "the Belt and Road Initiative" in the teaching of economic law, colleges and universities encountered difficulties such as the disconnection between teaching content and reality, lack of practical experience, and lack of strength of teachers.^[1] This article aims to explore the urgency of reforming the teaching of economic law in universities and provide corresponding improvement measures to help improve and develop the teaching system of economic law in universities.

1. Necessity of economic law teaching in colleges and universities under the background of "the Belt and Road"

The advocacy of the "the Belt and Road" has accelerated the pace of integration of the global economy, spawned many transnational trade, investment and cooperation projects, thus posing new legal needs and challenges to the field of economic law. At the critical stage of cultivating legal talents, the teaching of economic law in universities must keep pace with the times. With the deepening of international exchanges, the teaching content of economic law needs to integrate more international regulations and cross-border legal practices to cope with complex international legal problems. The diversity of legal systems in countries along the "the Belt and Road" has prompted colleges and universities to study

various legal systems in depth and guide students to understand the diversity and differences of transnational legal culture.^[2] The teaching of economic law in colleges and universities must shift from theory to practice, and train students' legal application skills, so that students can effectively deal with legal disputes and risk control under the "the Belt and Road" environment. Promoting the reform of economic law teaching in colleges and universities, updating the curriculum and strengthening the practice link are not only the response to the "the Belt and Road" initiative, but also the only way to enhance the international competitiveness of legal talents.

2. Economic law teaching in colleges and universities should deal with the main problems under the background of the "the Belt and Road"

2.1 Disconnection between the teaching content and the demand of the "the Belt and Road" economic law

In the context of the deepening of the "the Belt and Road" initiative, the demand for legal services in global economic and trade cooperation continues to rise. In the teaching of economic law in Chinese universities, the focus is mainly on domestic legal knowledge, which has not kept up with the pace of internationalization. This kind of teaching arrangement makes students often lack a systematic knowledge system when dealing with international economic and legal issues involved in the "the Belt and Road Initiative".^[3] The current teaching materials and cases are mostly limited to domestic legal theories, lacking the integration of the actual cases of the "the Belt and Road", which leads to the students' limited understanding of international economic law and difficulty in adapting to the complex and changing legal environment. This disconnect between teaching and actual needs not only impedes students' in-depth understanding of legal issues related to the "the Belt and Road", but also reduces students' competition in the field of international legal cooperation.^[4]

2.2 Insufficient practical teaching and weak students' ability to cope

In the teaching of economic law, economic law courses generally face the challenge of lacking practical training, resulting in a relative lack of students' hands-on skills. Given that economic law itself is a discipline that emphasizes practical operation, students need to accumulate necessary practical skills in cross-border economic and trade exchanges and international regulatory operations. This kind of teaching method makes it difficult for students to effectively translate the theory they have learned into practical application when facing the complicated legal problems under the initiative of the "the Belt and Road". Due to the lack of simulation exercises for cross-border collaboration, students' adaptability and legal application ability in handling cross-border legal affairs appear insufficient, which greatly restricts their performance in the field of international economic and trade cooperation and their ability to solve complex legal problems.

2.3 Limitations of teaching staff on international economic law research

The team of economic law teachers in colleges and universities faces certain constraints when exploring the field of international economic laws and regulations, which undoubtedly has a negative impact on the teaching quality of law courses under the "the Belt and Road" initiative. Most teachers focus their research on domestic legal issues, and their understanding of the legal framework and transnational legal operation of countries along the "the Belt and Road" is obviously insufficient.^[5] This lack of understanding makes it difficult for teachers to impart the latest international legal information and practical cross-border economic law cases. Since teachers rarely have the opportunity to participate in international law seminars or legal projects related to the "the Belt and Road", students' international vision and practical experience are relatively narrow. This situation not only limits students' in-depth understanding and extensive mastery of the legal knowledge related to the "the Belt and Road", but also hinders teachers' effectiveness in guiding students to conduct research on international legal practice in the teaching process.

3. Optimization strategy of economic law teaching in colleges and universities under the background of "the Belt and Road"

3.1 Updating the teaching content and strengthening the "the Belt and Road" economic law

Economic Law is a common course in Chinese universities, which is a fundamental course for management majors

such as finance, insurance, and international trade. The course mainly discusses various relationships in the market, such as subject relationships, supervisory relationships, macroeconomic regulation relationships, etc. It covers a wide range of content and requires students to have strong learning literacy during their learning period. The current construction of this course mainly aims to enable students to use the knowledge content of the textbook to solve different problems that arise in practice, recognize the moral value of it, and improve their thinking and cognition during the learning period. The curriculum planning should incorporate topics such as the legal framework of the "the Belt and Road" participation, international capital flow regulations, and the handling of transnational trade disputes, so as to enhance students' ability to handle international legal affairs. Universities need to establish cooperative relations with universities and legal entities in countries along the "the Belt and Road", and select real transnational cooperation cases as teaching and research projects. The modernization of textbooks is also critical. It is necessary to integrate the international legal developments and cutting-edge academic research related to the "the Belt and Road", and prepare targeted case analysis textbooks. The teaching staff needs to regularly revise the curriculum based on students' mastery and interests, ensuring that the teaching content is synchronized with global legal developments. Schools can hold specialized seminars and invite legal professionals from countries along the Belt and Road to exchange ideas, in order to deepen students' understanding of the complexity of international economic law. For example, a university introduced real cases of investment disputes between China and countries along the "the Belt and Road". Through simulated trials, students were deeply involved in all aspects from legal analysis to dispute resolution, effectively improving their practical ability to deal with transnational legal affairs. Through continuous reform of teaching content, students' understanding and handling skills of legal issues related to the "the Belt and Road" will be strengthened. Economic law teaching will be more in line with the needs of internationalization, and innovative legal professionals who can adapt to the trend of global economic cooperation will be cultivated.

3.2 Strengthening practical teaching and enhancing students' economic and legal abilities

In order to make students better adapt to the challenges of diversified economic legal affairs under the "the Belt and Road" initiative, colleges and universities need to carry out in-depth reform of practical teaching links and adopt systematic and phased teaching strategies to improve students' ability to deal with practical legal issues. In the primary teaching stage, students can master basic legal skills by analyzing simulated cases, such as contract review and writing legal opinions, in order to deepen their understanding of theoretical knowledge. For intermediate level students, the school can carry out mock court activities to let students fully experience the process of handling international legal disputes, including litigation and arbitration, which not only exercises students' logical thinking and debate skills, but also gives students a more intuitive understanding of the legal system and economic and legal practices of countries along the "the Belt and Road". The school can also establish cooperative relationships with global law firms or enterprises related to the "the Belt and Road" project to provide students with on-site internship opportunities or opportunities to participate in real legal cases, so that students can improve their ability to solve complex problems in handling transnational economic and legal affairs. For example, the economic law major of a university designed a set of simulated international economic law practice courses to simulate the transnational investment disputes in the "the Belt and Road" project. Students are divided into different groups in this course, playing the roles of lawyers and parties respectively, responsible for reviewing contracts, formulating litigation strategies, and debating through simulated courts. This practical teaching mode not only enhances students' ability to deal with legal emergencies, but also deepens students' understanding of economic laws related to the "the Belt and Road". Through such a complete set of practical teaching system, students' legal operation ability will be significantly enhanced, so that students can more calmly face legal issues under the "the Belt and Road" framework, and lay a solid foundation for future participation in international legal work.

3.3 Improving the internationalization level of teaching staff

In order to enhance the international teaching ability of university economic law faculty, the university needs to implement a series of comprehensive measures to meet the new requirements of education under the "the Belt and Road"

initiative. The school needs to build a lasting international teacher training system, establish cooperation with world-famous universities and law universities in countries along the "the Belt and Road", regularly send teachers to participate in international law seminars or exchange studies, and focus on improving students' professional ability in the field of international economic law and international legal affairs. The school should encourage teachers to participate in international academic exchanges, subsidize students to apply for international scientific research projects related to the "the Belt and Road", and use international cooperation projects to broaden students' research horizons and teaching methods. Universities can set up special international cooperation research funds to fund teachers and legal experts from countries along the "the Belt and Road" to jointly carry out academic research, integrate these research results into teaching, and create a teaching resource library with an international perspective. Schools should invite international law experts to serve as guest professors, regularly hold lectures or short-term courses, and collaborate with on campus teachers to design teaching and analyze case studies to enrich the teaching content. For example, a university launched a research project on international law and the "the Belt and Road", which enabled teachers to write legal works on the "the Belt and Road" together with their law colleagues in Southeast Asian countries. This not only deepened teachers' exploration of regional laws, but also incorporated these knowledge achievements into teaching practice, significantly improving students' understanding of international legal issues. Through the implementation of these measures, the school can effectively improve the international teaching level of the teaching team, promote the economic law teaching to be more international and practical under the "the Belt and Road" initiative, and lay a solid foundation for cultivating high-level legal professionals.

4. Conclusion

With the steady implementation of the "the Belt and Road" initiative, the teaching of economic law in Chinese universities has encountered a series of new tests and opportunities. Analyzing the problems existing in the current teaching of economic law, such as the mismatch between the curriculum content and the development needs of global economic law, the inadequacy of practical teaching and the lack of internationalization ability of the teaching staff, it is not difficult to find that the existing education model is inadequate in responding to the needs of legal reform brought about by the "the Belt and Road". A series of practical measures need to be taken for improvement, such as updating course content, strengthening practical activities, and enhancing the international quality of the teaching staff. These measures will significantly enhance students' ability to cope with the complex legal challenges of the "the Belt and Road" initiative, and lay a solid foundation for cultivating legal professionals with an international perspective. Through these teaching reforms, the teaching of economic law in universities will become more precise and practical, helping students achieve outstanding learning achievements in the field of international economic law.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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