

On the Reform and Development of Practice Teaching of Undergraduate Law—Taking the Moot Court Course as an Example

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Abstract: *Legal education has the dual attributes of academic and practical, and cracking the "paradox" between them is the basic problem facing legal education. Undergraduate law education is the basis of law education in China. To improve the quality of training legal personnel, it is necessary to continuously deepen the teaching reform of undergraduate law education. Since the implementation of the national and local excellent rule of law (legal) talent education and training plan, the education model based on the single transfer of theoretical knowledge has been challenged to a considerable degree. After a long period of exploration, the "moot court" has been widely recognized as a "standing course" in undergraduate law education, but problems such as the vague positioning of the "moot court" still exist. Under the situation of "encouraging universities to develop practical teaching courses", undergraduate law education must further improve the undergraduate law practice teaching system through effective measures to reform the undergraduate law practice teaching and promote the development of undergraduate law education in China.*

Keywords: Law practice teaching, Outstanding talents ruled by law, Moot court, Reform.

1. Introduction

On October 8, 2018, the Ministry of Education and the Central Political and Law Commission jointly issued the document "Education and Higher Education [2018] No. 6", which put forward a plan for the education and training of outstanding rule of law talents, and put forward new requirements for colleges and universities to cultivate rule of law talents who can comprehensively promote the construction of a rule of law China in the new era. This opinion puts "emphasis on practice" as one of the reform tasks, and proposes to encourage colleges and universities to develop practical teaching courses. From the plan for excellence in education and training of legal talents put forward by the Central Political and Law Commission and the Ministry of Education on December 23, 2011 to the plan for excellence in education and training of talents for the rule of law, practical teaching, as a reflection of the characteristics of the law specialty, has been highly valued. Great importance has been attached to it. In the 1990s, numerous law school departments in China attempted to integrate academics and practice throughout legal education [1], through learning "clinic legal education", "case study" [2], "Moot Court" and other extraterritorial practice teaching modes to carry out domestic law practice teaching, and achieved notable results [3]. Practical courses or teaching models such as mock courts provide a path that can be relied upon to further improve legal education in China [4].

In the historical evolution of legal education, from the apprenticeship training of professional lawyers to the academy training of legal talents, legal education has actually revealed its inherent dual attributes of academics and practicality. The so-called "paradox" of the two is actually a fractured understanding of the academic and practical nature of legal education, i.e., opposing the two or making an either/or choice [5]. In fact, a good legal education should be an organic fusion of academics and practicability, especially at the stage of undergraduate legal education, which should enable students to get a complete legal education, i.e., to have

dual training in legal profession and legal academics. As far as undergraduate legal education is concerned, the basis for the dissolution of the "paradox" is the establishment of a set of reasonable, effective and scientific legal curriculum system. From the understanding of the dual attributes of legal education, the curriculum system should be composed of law theory teaching system and law practice teaching system. Generally speaking, the practical teaching system of jurisprudence should include the concept and technology of legislation, the limits and norms of law enforcement, the skills and abilities of justice, and the concepts and methods of law-abiding, in order to realize the cultivation of outstanding rule of law talents [6] the goal, necessarily through the moot court and other practical teaching courses to adapt to the requirements of the new era of legal education [7].

Under the specific requirements of the Educational Training Program for Talents of Excellence in Rule of Law, the function of moot court teaching mainly focuses on improving students' legal practice ability, including training litigation skills, familiarizing themselves with professional processes, exercising the writing of legal documents, and cultivating courtroom etiquette. At the same time, the reform measures of "thick moral education", "strong specialization", "deep synergy", "promoting openness" and so on can also be incorporated into the educational cultivation program for outstanding rule of law talents. At the same time, the "thick moral education", "strong specialization", "deep synergy", "promote openness" and other reform measures in the program for the cultivation of outstanding legal talents education can also be incorporated into the teaching of moot court. In terms of current research and teaching practice, the moot court has many benefits: in the moot court teaching process, students can participate in the litigation process through "role-playing", intuitively feel and understand the spirit of legal ethics, casting the soul of the rule of law talents; moot court teaching practice-oriented, can open up the mastery of basic theories of law and the use of basic knowledge of the law between the bridge. Practice-oriented moot court teaching can bridge the gap between mastering

basic theories of law and applying basic knowledge of law, promote students' in-depth study of theories by practical problems, consolidate the theoretical foundation, and build up the foundation of legal education; the instructors of moot court teaching are usually the teachers in the school, and there are very few staff members of the legal practice department involved, so moot court teaching is an opportunity to bring in instructors from outside of the school, and to break down barriers of the cultivation mechanism; the cultivation through the teaching of moot court lays a foundation for the training and competitions for the students to participate in international moot court training. and competitions, is an effective way to cultivate internationalized rule of law talents [8]. This is the basis for building a new pattern of training foreign-related rule of law talents.

In short, moot court teaching plays an indispensable role in the cultivation of outstanding rule of law talents. However, not all law schools and departments offer law practice courses such as moot court, and there are still a lot of problems in colleges and universities that have this course. Combined with the requirements of the cultivation of excellent rule of law talents in the new era, the problems highlighted in the teaching practice of moot court are the basic problems facing the further improvement of the undergraduate law practice teaching system.

2. The Current “Moot Court” Course Teaching the Main Problem

With the comprehensive advancement of the rule of law in China, the society will have more and more high requirements for law students to have professional knowledge, professional skills, comprehensive quality. In response to the demand for the construction of China's rule of law, the dilemma faced by the teaching process of the moot court is particularly necessary, only to see the problems in the teaching process of the moot court, in order to grasp the lifeline to solve the problem, and the key to solving the problem is to make clear the demand for the teaching of the moot court, or the teaching characteristics. As a whole, the teaching characteristics of the moot court when the first student-centered, with the traditional theoretical teaching paradigm is different; Secondly, the litigation process of systematic training, including pre-trial, court, court, after the litigation skills; and then has a comprehensive, can examine the students on the theoretical knowledge of the “internalization” of the effect of the theory of the use of practice from theory to practice. Ability to exercise from theory to practice, this part of the particular need for practical tutors; Finally, the paper writing, litigation etiquette and other learning. Based on the teaching needs or characteristics of the moot court, according to consider the moot court teaching in the actual operation of the process of the problem, in a nutshell, the moot court in the teaching process of the problem is mainly in three aspects: first, the teacher in the course of the “centralization”; second, students in the teaching of the ” Secondly, the students' performance in teaching; thirdly, the “theorization” of practical teaching.

2.1 Teacher's “Centrality” in the Classroom

In the process of teaching moot court, the teacher in the

classroom “centralization” is the teaching mode centered on the lecturer, which is also the norm of traditional legal education. The traditional legal education to the theory of teaching-based, objectively speaking, China's universities and colleges generally pay too much attention to the teaching of theoretical knowledge, while neglecting to cultivate the students “real case” ability problem [9]. Under the traditional teaching mode, the teacher is the center of the classroom, and even complete the whole teaching process from the teacher's perspective, easily ignoring the reception ability and degree of the “students” as the audience. It is because of the inheritance of this teaching tradition, in the case of moot court courses in colleges and universities, there is also a teacher-centered teaching, ignoring the central position of the students in the process of moot court teaching. Based on the characteristics of moot court teaching, students should be the center of the moot court teaching process. When students play different roles in the litigation, should be student-centered to analyze and understand the position and viewpoints under different roles, and the actual teaching of the moot court also exists in the case of the teacher's main speech, which is obviously a certain distance from the requirements of moot court teaching.

2.2 “Performativity” of Students in Teaching and Learning

Students in the moot court teaching process there is the problem of over-performance. An important feature of the so-called “performance” is that both sides of the argument have the content of the other side's argument, i.e., there is a “rehearsal” [10]. Too much performativity will make the main focus of the moot court on the final mock trial and not enough attention to the knowledge and skills before the trial [11]. Admittedly, litigation skills are an important part of moot court teaching, and its practical significance is also more obvious, but if you pay too much attention to the application of skills in the teaching process, it will also make the moot court teaching become a performance, so you need to reasonably grasp the “degree” of the problem, and see the difference between “moot court” and traditional debates. The difference between “Mock Trial” and traditional debate. In a nutshell, “Mock Trial” should always adhere to the “norms” spirit, that is, the words of the evidence, and with the traditional debate is different, its words can be justified; “Mock Trial” is always or Should adhere to the “norms” under the use of skills, while the traditional debate is relatively loose.

The number of students participating in the teaching process of moot court is limited, and most students just act as “spectators”, which makes it difficult for them to get real combat training, thus making the coverage of the teaching of moot court not extensive [12]. According to the characteristics of moot court teaching, the link that can get the most teaching feedback is the mock trial, and it is also the more time-consuming teaching link, due to the limitation of class time and the number of students, which results in a limited number of students being able to participate in the final mock trial in the process of moot court teaching. However, based on the importance of moot court teaching, its exercise and cultivation of students' comprehensive quality can not be replaced by theoretical teaching, so it is necessary to reasonably arrange the class time and seize the important

teaching links, to ensure that each student can really participate in the whole process of moot court teaching, rather than letting the moot court teaching is reduced to the minority of students' "performing field (iii) The practice teaching of the "showground".

2.3 Theorization of Practical Teaching

Moot court teaching process of teacher strength is weak, the main embodiment is the lack of "dual-teacher" teachers or tutors from the legal practice departments, and the lack of practical tutors is the moot court and other practical teaching is easy to embark on the "theorization" of the road is an important reason. In the process of moot court teaching in law schools, most of the teachers are teachers in school, and fewer legal practice tutors are involved is a common situation. Based on the objective reasons of the school teacher's career, the vast majority of them are used in research, teaching, less time to engage in practical work, practical experience is relatively insufficient, "theoretical" teaching is a common mode of instruction. However, the moot court practice teaching and practical experience requirements are very high, resulting in the demand for practical tutors, legal practice tutors are usually senior judges, prosecutors and lawyers, their rich practical experience and the higher theoretical level of college teachers in the teaching of complementary. Teachers are the promoter and implementer of teaching, in order to avoid the moot court teaching is too "theoretical", in the moot court teaching process with practical tutors is really necessary.

In conclusion, in the new era of legal education, practical teaching is indispensable under the whole legal education system, which together with theoretical teaching constitutes the "two wings of the bird and two wheels of the car" of legal education. The curriculum teaching of each law school should pay attention to both theoretical teaching and practical teaching, and should fully combine the two to form a benign and organic curriculum system, so as to promote the reform and development of China's legal education.

3. Positioning and Objectives of the Moot Court Course

Under the current system of undergraduate legal education, the legal education sector on the status or positioning of the moot court is not a unified understanding, which is not only easy to cause the debate on whether to open the "moot court" course, but also easy to make the "moot court" course design becomes confusing, even Further affect the formation of the entire law practice course teaching system. In terms of legal education research and practice, about the status of the moot court understanding of the following views: First, the teaching methodology, emphasizing that the "moot court" should become an important method of teaching constitutional law and sectoral law, rather than an independent course; Second, the teaching activities that the moot court should be attached to the theoretical teaching of the teaching activities, such vocational training can be used as an alternative to the theoretical teaching of the moot court. The second is the teaching activity that moot court should be a teaching activity attached to the theoretical teaching, and such professional training can be carried out inside and outside the classroom;

the third is the teaching course that "moot court" constitutes a course independently, and should belong to the undergraduate legal education system within the curriculum [13]. It is based on the above differences in understanding that have led to the existence of different problems in various aspects of moot court in teaching practice.

3.1 How to Rationalize the Position of "Moot Court"?

The marginalization of teaching status, that is, the subject status of the moot court course has not been given due attention. It is because of the moot court course subject status is not attached importance to, resulting in many colleges and universities in its failure to enter the mandatory or permanent courses. As the saying goes, if the skin does not exist, the hair will be attached to it, in the absence of moot court courses, moot court teaching can not be carried out fundamentally. From 2015 to 2023 Sichuan Mock Trial Competition, the vast majority of participating local colleges and universities have not set up the moot court as a course, but only as a tournament, with a small number of student representatives for the school's honor as the purpose of the competition, but ignored the moot court competition itself can become part of the moot court teaching, that is, students through the moot court teaching and training can be used as a reference for the selection and training of team members. The Moot Court Competition itself can be part of the teaching of moot court, i.e. the students' training through moot court teaching can inform the selection and training of the team members [14]. According to the data published on the official website of "Lilu Cup-National College Mock Trial Competition" [15] A total of 40 different moot court competitions were counted at three levels, i.e., national level, regional level, and international level. According to incomplete statistics, more than 30 different levels of moot court competitions currently exist locally in our country. According to the aforementioned data, it is clear that both the international and domestic importance of "moot court", to promote the "moot court" curriculum is imperative. The real significance of the Moot Court Competition does not lie in the competition itself, but in "promoting teaching and learning through competition", making the competition a platform for exchange and learning in the teaching of moot court courses, and promoting the development and progress of the moot court courses in colleges and universities, so as to promote the formation of China's law practice teaching system.

Teaching methods are traditional, that is to say, the teaching of the moot court is still based on "indoctrination teaching". China's traditional legal education concept and China's entire traditional education system is the same concept, that is, the importance of students to the classroom knowledge of learning, through the examination to test the students to master the knowledge of the situation. In the traditional legal education program, students learn what knowledge is mostly deterministic. Under the guidance of the traditional legal education concept, students generally believe that as long as they have mastered the concepts, characteristics, classifications and other legal knowledge, they will be able to cope with and face the legal problems in the real society. Unbeknownst to the traditional concept of legal education under the guidance of the training of law students, facing the complexity of the legal issues in real life, but can not begin,

which also led to most law students in the practical positions need to start from scratch, but also invariably make the law students face “difficult to find employment” situation and judicial practice in general. Reaction to the situation of law students' practical ability is weak. It should be understood that the traditional teaching method of “certainty” cannot cope with the “uncertainty” of the real society. As the scholar Shao Junwu said, “law teaching methods in terms of its nature, is dialectical, specific, any one method may be effective in solving some problems, but not at the same time to solve some other problems, the kind of all-encompassing, applicable to all the unchanging teaching methods do not exist; simple artificial only to determine a certain method of law teaching methods, even if this method is a correct method. Even if this method were a correct one, it would inevitably fail because of its inability to apply broadly to all or the major disciplines of jurisprudence, and to adapt to the development of the discipline of jurisprudence at different times [16].”

The unscientific teaching assessment, that is, in the mock court teaching assessment, whether it is on the teacher or on the student assessment evaluation are unscientific places: one is manifested in the unscientific way of assessment of the students to end the class, the students from the pre-courtroom preparation, the trial process, the post-court report of the multiple processes to complete the mock court teaching hours, and the majority of the universities and colleges of the usual practice is to the completion of the post-court report or to judge the students to end the class results only Secondly, it is unscientific for teachers' teaching assessment. Different from traditional theoretical teaching, moot court teaching requires full participation in guiding students' case analysis and trial preparation, including in class, after class, in court and out of court, in addition to class preparation and execution of classes. If the same standard is adopted for the assessment of moot court teaching and the assessment of traditional theoretical teaching, it will certainly lead to unfairness in teachers' teaching assessment due to the deviation of the teaching mode. Mock trial teaching is the innovation of the traditional law teaching paradigm, if the teaching assessment for teachers and students of the teaching assessment method or standard and the traditional teaching assessment is no different, so that the mock trial teaching in the actual operation of the process of teaching assessment bias, it is difficult to achieve accurate assessment of the purpose of teaching.

3.2 What are the Teaching Objectives of Moot Court?

In the moot court teaching objectives there is a difference between the goals of legal education, vocational education, rule of law education. Since the late 1970s, China has resumed undergraduate legal education, training a large number of talents in law education has made great contributions to lay the foundation for the construction of the rule of law in our country, but also formed a path of dependence, so that the moot court teaching is very easy to be regarded as a general law teaching courses. Since the implementation of the outstanding legal talents in 2011, vocational teaching has been widely advocated and respected by the legal education community in the past 7 or 8 years [17], and thus moot court teaching is easily reduced to a vocational teaching tool, training law students similar to “legal robots”. 2018 Excellent Rule of Law Talent Cultivation Program puts forward new

requirements for legal education, as a path to cultivate excellent rule of law talents to the education of rule of law talents as a choice. The goal is to be the right solution to the current teaching of the moot court courtroom. The so-called rule of law talents should have comprehensive qualities such as specialization, actual combat, skills, compounding, theorizing and internationalization.

Due to the fuzzy teaching goal, it is very easy to lead to the unclear teaching content, that is, in the teaching content: one is manifested in the lack of unified guidance materials; the second is manifested in the mock trial court teaching content and other disciplines of the teaching content overlap. In the absence of uniform guidance materials, compared with the traditional theoretical teaching, the current promotion of moot court practice teaching lacks a systematic authoritative teaching materials, teaching content is mainly limited to the field of procedural law, to the trial training, subject to the instructor's subjective influence is greater [18]. If the teaching process only focuses on procedural law learning and ignores substantive law teaching, it may cause students to focus only on the courtroom process and ignore their knowledge of substantive law. Regarding the overlap of teaching content between moot court courses and other legal disciplines, on the whole, most universities have not faced and explored whether the relationship between moot court courses and other legal courses should be juxtaposed, included, or supplemented, thus resulting in cross overlap of teaching content; specifically, moot court teaching can teach students what they have learned in the legal writing class, but also what they have learned in the case analysis class; and the students have learned in the case analysis class. Specifically, moot court teaching can teach students what they have learned in legal documents class, but also can teach students what they have learned in case analysis class, and in some colleges and universities, the above three courses are parallel at the same time, and there is a situation of overlapping of teaching content between the three is not sorted out clearly. It is the key to grasp and design the teaching content of moot court to make it clear whether the teaching content of moot court should be parallel to other disciplines or as a supplement to other disciplines.

4. The Basic Path to Improve Moot Court Teaching

As mentioned above, to solve the problems of moot court teaching, it is crucial to clarify the status and nature of moot court. In terms of the status of the moot court, given its importance, the moot court should belong to the legal education system under the curriculum, its important status must be recognized. In terms of the nature of the moot court, to make clear that the moot court teaching belongs to a kind of practice teaching; teaching mode is from the perspective of the methodology of the moot court, more for the teaching method of a kind of innovation; and the teaching curriculum is from the perspective of the curriculum of the moot court. Teaching method, teaching mode, or teaching curriculum from different perspectives to determine the nature of the moot court, but in the long run, in order to realize the independent value and function of the teaching of the moot court, the “teaching mode” is more reasonable, because the teaching method can also include case study teaching, legal clinic teaching; Secondly, the judgment of teaching course is

too narrow, and cannot show all the functions of moot court teaching, such as moot court teaching can also play a role in guiding and referring to the moot court competition outside the course. Based on the above understanding and the previous analysis, combined with the requirements of the cultivation of outstanding rule of law talents, the following three development paths are proposed to improve moot court teaching.

4.1 Establish the Basic Status of Moot Court Teaching in the Legal Education System, and Establish a Student-centered Teaching Concept.

The excellent rule of law talents training program clearly puts forward to strengthen practical teaching, and further improve the proportion of practical teaching credits in law majors. Practical teaching implies a certain normative-scientific way of thinking about the application of law, whereby the thinking stereotypes formed by ordinary people based on the logic of life can be changed [19], which can cultivate the rule of law thinking of law students and prompt them to ultimately “think like a legal person”. Mock trial teaching, which has been set up as a teaching course by many colleges and universities, should be promoted in today's legal education. Moot court teaching should not be a kind of training “small skills” of the embellishment of the course, but should become every law school attaches great importance to the teacher's initiative to participate in the active participation of students in the permanent and even mandatory courses [20]. Based on this, it is in line with the requirements for the cultivation of outstanding rule of law talents to establish the basic status of moot court teaching in the system of legal education, set it as a course, and give it due attention. In the process of moot court teaching, students from the traditional theoretical teaching of passive learning to role-playing under the active analysis of the case and the use of the legal knowledge learned, so as to complete the whole learning process from concept, judgment to reasoning, is a fundamental change in the way of learning. Based on the characteristics of moot court teaching, the teacher in the teaching process is more of a method of teaching and guidance on the direction, “should refrain from becoming the provider of standard answers, refrain from confining the students' way of thinking with their own thinking mode, but should become a guide for students to think independently and solve the legal disputes” [21]. If the teacher as the center of the “indoctrination teaching”, the students can not achieve the effect of the initiative to analyze the case and choose litigation strategy after careful consideration. Therefore, the moot court teaching needs to innovate the traditional theory of teaching to the teacher-centered teaching concept, change to the student-centered practical teaching concept.

4.2 Develop a Scientific and Reasonable Moot Court Syllabus.

Syllabus is the guiding document of the whole teaching, a scientific and reasonable syllabus can play a key role in the development of a discipline and the improvement of the quality of education. Moot court syllabus design process, should avoid or solve the problems that have arisen in practice, so as to ensure its scientific rationality. Specifically, the determination of teaching objectives, the selection of

instructional materials, the clarity of the teaching content, the establishment of assessment standards, the allocation of teaching hours and other issues rely on the teachers, non-teaching staff, colleges and even the whole school, such as the collective efforts.

The following issues need to be noted in the development of the moot law syllabus: the teaching objectives should be to establish a system of training talents in the rule of law that highlights the characteristics of the times and reflects the Chinese characteristics; the selection of instructional materials should be selected from authoritative teaching materials at home and abroad, or gradually through the teaching of self-developed teaching materials with special characteristics; the teaching content of the moot court course itself as the center of the teaching content, and assessed, deleted and other disciplines overlapping parts of the teaching content of the course. The teaching content is centered on the teaching content of the moot court course itself, and can only be established after evaluating and deleting the overlapping parts with the teaching content of other disciplines; the assessment standard needs to modify the relevant assessment rules, and take the degree of students' participation, and the results of participating in the relevant international, domestic and provincial competitions, etc., as the assessment standard, and the evaluation process should be focused on the dynamic process of evaluation [22]; teaching hours should be determined in such a way as to ensure that each student can participate in a mock trial in its entirety, and the hours should be arranged scientifically and reasonably.

4.3 Setting Up Mock Trial Teaching Practice Mentor Positions.

Legal education is the cultivation of excellence in the rule of law talents of the soil, and practical teaching is currently the short board of legal education, the development and improvement of practical teaching is the urgent task of legal education, moot court teaching as a domestic has been recognized teaching mode should be promoted. One of the outstanding problems in moot court teaching is the lack of practical instructors. Teachers are the implementers of teaching, is the soul of the teaching process, according to different teaching modes under the choice of different teachers is reasonable and necessary, just as the moot court competition by the practical session of lawyers, judges, prosecutors as judges, the importance of practical tutors in the moot court teaching is self-evident. Set up practical teaching mentor positions, absorb the rule of law practical department experts to participate in the development of talent training programs, curriculum design, teaching materials preparation, professional teaching, and constantly improve the effect of collaborative education [23].

5. Conclusion

Facing the requirements of undergraduate legal education in the new era, law colleges and universities should further clarify the status of moot court in the undergraduate legal education system, and take this opportunity to form a scientific and reasonable legal practice course system; develop a scientific and reasonable syllabus to improve the deficiencies in the teaching process of moot court; make

efforts to make up for the shortcomings of the teachers in moot court teaching, and build a system of senior legal practice department through various channels. "In particular, it is necessary to pay attention to the course objectives throughout the teaching process; make efforts to make up for the shortcomings of the teachers in the teaching of moot court, and build an effective mechanism for the participation of senior people in the legal practice department in the teaching through a variety of channels.

In undergraduate legal education, emphasizing the importance of moot court teaching is not opposed to the teaching of theoretical knowledge, on the contrary, it should be said that the two are complementary to each other, each other. In the teaching process, not only to accurately teach the basic concepts, basic principles, basic theories and other knowledge, but also to continuously cultivate case analysis methods, litigation skills and other abilities. In short, the theoretical literacy of law and the ability to practice law are indistinguishable and equally important in the training of law students [24]. In other words, moot court teaching provides a practical venue for legal theory, and legal theory provides a theoretical foundation for moot court teaching. Legal theory is derived from the accumulation of experience of continuous legal practice, rather than the jurist's "fantasy", to a certain extent, the solid study of legal theory, is to better promote the practice of law teaching foundation.

The organic integration of academics and practice is the basic principle that legal education should follow, and the major law schools need to further optimize the undergraduate law curriculum system in a scientific and reasonable way: in the teaching process, on the one hand, we should dock with the legal practice departments, establish or improve the practical teaching courses such as moot court, legal clinic, non-litigation practice, notary public, etc., and further actively explore the practical course system of law; on the other hand, we should pay attention to the teaching of basic knowledge, and strengthen the teaching of legal knowledge. On the other hand, it is necessary to emphasize the teaching of basic knowledge, strengthen the academic training of law students, promote the scientific research level of law faculties and departments, and cultivate legal professionals who can participate in the vivid practice of China's rule of law, as well as cultivate legal researchers who can summarize China's rule of law experience and condense China's rule of law theories.

In the face of the requirements of the new era, it has become a necessary way to improve China's legal education system by gathering consensus on the dual orientation of legal education and continuously enriching the teaching system of legal theory and practice courses, so as to further promote the common development of different levels and types of law faculties and departments, and to promote the cultivation of more rule of law China-builders in law schools and colleges nationwide, so as to stockpile more rule of law talents for the comprehensive advancement of the rule of law in China.

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