

# Comparative Research on Traditional Teaching Mode and Network Teaching Mode in Law Courses

Tianming Qu\*, Xiaoyan Wang

Qingdao University of Science and Technology Law School, China

\*qtm120@163.com

## Abstract

The choice of teaching mode is one of the core contents of teaching system reform, and it must be combined with modern science and technology. Based on the economic law online course established in practice, the review of the traditional teaching mode in law teaching, and the comparative analysis and discussion with the construction of online courses, combined with the characteristics of law courses, this article finds ways to make full use of the advantages of both, and through actual operation, it proves that the program is feasible, it is the most effective teaching mode in the teaching reform of law courses, and it has strong practical promotion significance.

## Keywords

Traditional Teaching; Online Teaching; Curriculum Construction.

## 1. Introduction

Today, all kinds of information are rapidly disseminated through the Internet, and the high-speed dissemination of information puts forward new requirements for the teaching of chemistry. The development of modern information technology will inevitably lead to changes in the teaching mode of law. Law is a practical, comprehensive, and forward-looking discipline. If modern information technology is organically combined with law teaching, we believe that we can create a positive and dynamic self-study and self-reflection psychological experience for students. Online teaching is an important part of modern information technology used in teaching. It can create a platform for students to learn independently, evaluate themselves, and communicate with each other. Since we undertook the construction of the school's economic law excellent course, after a period of exploration and research, we found that the traditional teaching mode and the teaching under the network environment have their own advantages and disadvantages. Through the establishment of an economic law network course, and actually run the website We have found the complementary advantages of traditional teaching mode and network teaching in law teaching, and proposed a method of teaching reform that uses the complementarity of the two to innovate law courses. It is not only different from pure traditional teaching mode, but also different from purely traditional teaching mode. The essence of network teaching is an innovative teaching mode that integrates traditional teaching and network teaching.

## 2. The Characteristics of Law Courses

Law is not only a social subject, but also a practical subject. Therefore, it is necessary to highlight its subject characteristics in teaching activities. This is mainly manifested in the following points:

## **2.1. The Mastery of Theoretical Knowledge and the Cultivation of Practical Ability Occupies the Same Proportion in the Teaching Goals**

As pointed out by the training goals of higher education for law majors, having a certain level of legal theory is one of the main characteristics that distinguish higher education from ordinary legal workers. Therefore, the theoretical knowledge of law has become one of the main teaching contents. The law theory, like other related social subject theories, has its own schools of thought, and it is difficult to learn. In practice, the most commonly used teaching mode is the teacher-led classroom teaching. It has been proved that this model does have a better teaching effect. However, its negative consequences are also inevitable, such as: passively accepting learning, it is easy for teachers' academic views to have a preconceived effect on students; the teaching process is relatively boring and so on. Law is to solve real social problems, so theory must be combined with practical problems in order to cultivate students' practical ability to solve problems. In this regard, adopting a student-led practical education model is the most effective way. However, under the current teaching system, the practical teaching phase is often separated from other teaching phases in time. Moreover, due to the shortage of educational funds and the setting of judicial institutions, it is difficult to guarantee the proper teaching effect.

## **2.2. Case Teaching Plays a Very Important Role in Law Teaching Mode**

In order to integrate theory and practice more closely, and to enhance the specific understanding of theoretical knowledge, gradually exercise students' practical ability to analyze and solve problems in teaching activities, and increase case explanation, case analysis, and case discussion in classroom teaching. The content will have a multiplier effect. In case teaching, how to choose the right case and how to accurately express the background of the case is the key. Usually this work is often done by teachers according to their own working environment and work ability, which has certain limitations. Moreover, in the real society, specific cases often have different results due to different applicable laws, different trial institutions, and different legal literacy of the referees. How to guide students to take the most reasonable legal operations for specific cases and make the most appropriate legal value judgments for different verdicts is the goal of case teaching. This requires that teachers and students can communicate with each other in teaching, each can fully express their own views, and have sufficient understanding of the legal consequences based on their own views. To achieve this, there are indeed great difficulties under the current teaching conditions.

## **3. A Comparative Analysis of Traditional Teaching Mode and Network Teaching of Law Courses**

### **3.1. The Advantages and Disadvantages of Traditional Teaching**

Today, our information technology has been quite developed, but our point of view is that law can not abandon the traditional teaching mode, because any advanced modern means can not replace the effect of interpersonal communication. Traditional teaching methods mainly refer to teaching activities conducted by teachers and students in the same environment. According to the textbook or syllabus, teachers impart relevant knowledge to students through their own lectures and demonstrations on the blackboard; and by observing students' facial expressions and asking questions, they can understand the extent to which students have mastered the lecture content, and adjust the teaching progress and lecture content at any time accordingly. Students, through previewing textbooks and flipping through relevant reference books, think about and understand the teacher's intention and knowledge in the process of listening to lectures and taking notes to achieve the purpose of learning. The advantages of traditional teaching are mainly manifested in: First of all, teachers have received professional training, and can carry out teaching activities in a targeted, planned and focused manner in accordance with

the principles of teaching theory in class organization and classroom teaching to ensure that students can learn the law major. The systematic knowledge of the students consolidates the knowledge base of students; secondly, teachers and students teach and learn in a face-to-face process. The language, behavior, and behavior of teachers have a subtle role in teaching students, which is difficult to replace online teaching. Of course, in the face of the development of science and technology, we do not deny that traditional teaching itself has its own shortcomings, which are mainly manifested in: it is "the center of the teacher dominating the classroom teaching", and the students are in a "filled" learning state; The content is limited by the syllabus, which is "book-centered", and students' learning is limited to book knowledge: teaching focuses on knowledge conclusions and the instillation of theoretical systems, while the training of thinking and innovation ability is weaker. For law courses, its greatest feature is its practicality. Therefore, in this respect, relying solely on teachers' classroom teaching cannot achieve the goal, and it cannot achieve the cultivation of students' practical ability, let alone innovation.

### **3.2. The Advantages and Disadvantages of Online Teaching**

The development of modern technology has not only changed our lives, but also challenged our higher education teaching model. People have realized the advantages of online teaching, which are mainly manifested in: online teaching methods are very flexible and focus on students' independent learning. Therefore, they are not subject to the domination of teachers and the restriction of classroom time, which is conducive to teaching students in accordance with their aptitude and realizing the individualization and initiative of student learning; More importantly, a large amount of network resources can be collected, the amount of information is increased, and the teaching content is also richer. For example, case analysis materials and commonly used laws and regulations in law courses can be displayed in a large number of online courses for Students consult, so online teaching can enable students to break through the book-centric limitations and expand students' learning content. In particular, the Internet has no geographical boundaries and time and space restrictions, allowing students to receive high-quality distance education, laying a solid foundation for lifelong learning. The promotion and application of computer networks in schools will greatly change people's current teaching concepts, and will have a positive impact on improving teaching quality and comprehensively promoting quality education and cultivating creative talents. However, if you do not understand the characteristics of network teaching, and cannot grasp the respective advantages of network teaching and traditional teaching and make them complementary, network teaching cannot play its due role. Online teaching also has its insurmountable shortcomings, which are mainly manifested in: Due to differences in students' personality, knowledge base, and cognitive abilities, it is difficult to ensure the self-consciousness and self-control of each student; although the use of computers can Simulating chemical experiments, but it is impossible for students to truly develop practical ability.

### **3.3. Analysis of the Effect in the Operation of the Economic Law Network Course**

We cooperated with the Modern Technology Education Center of our school to establish an economic law course website on the campus network, videotaping all courses of economic law, using film and television production software, made it into a video together with the economic law courseware, and uploaded it to the economic law course website, For students to browse and enter the student's information successfully, and enter the trial run stage. We use network technology to develop a network teaching platform with powerful interactive functions for the development and application of network courses, with ten columns: economic law lectures, regulations, teachers' scientific research results, case analysis, discussion of hot issues, electronic homework, electronic Comments, as well as the forum for students and teachers to

communicate, form a relatively complete online course, and through this platform, teachers can post announcements, assign homework, students complete electronic homework, and the teacher will correct student homework electronically, Give personalized guidance to students in the process of learning. Students communicate directly through online course forums, and have achieved good results. In the trial operation stage, the number of students' clicks was very high, reaching the number of people. Students were generally interested in this model and communicated with approved teachers online.

#### **4. The Complementary Advantages of Traditional Teaching Mode and Network Teaching Mode of Law Courses**

From the above theoretical and practical analysis, it can be seen that the two teaching modes have their own advantages and disadvantages. The latter cannot be simply used to replace or deny the former, and the former cannot be used to deny or replace the latter. Instead, they should learn from each other's strengths and complement each other, and strive to not only play the leading role of teachers, but also fully embody the subjective role of students, pay attention to both teachers' teaching and students' learning, and take the initiative of both teachers and students, Enthusiasm is mobilized. The goal is to optimize the learning process and learning effect through this new teaching idea, to cultivate new cross-century talents with high innovation ability.

##### **4.1. Realize the Theoretical Basis of Complementary Advantages between Traditional Teaching Mode and Network Teaching Mode of Law Courses**

Ausubel's "Learning and Teaching" Theory. This theory mainly includes three aspects: meaningful acceptance learning theory, advanced organizer teaching strategy, and motivation theory. Its advantage is that it is conducive to the leading role of teachers and emphasizes the role of emotional factors in the learning process. It can better control and Guide emotional factors so that they can play a positive role in the learning process. Its outstanding shortcoming is that it emphasizes the transfer-receiving style and the negative discovery style. In the teaching process, the learner is placed in a passive receiving position. The learner's initiative and creativity are difficult to exert, which is not conducive to the growth of innovative talents. Constructionist theory. This theory emphasizes the significance of students actively constructing knowledge in the learning process, and strives to construct new knowledge based on personal experience, psychological structure and beliefs in contextual learning activities that are closer and more in line with the actual situation. Give new knowledge the meaning of personal understanding. Its core is: student-centered, emphasizing students' active exploration of knowledge, active discovery and active construction of the meaning of the knowledge learned. It is conducive to the cultivation of creative talents with innovative thinking and innovative ability; its disadvantage is that it ignores the leading role of teachers, which is not conducive to the transmission of systematic knowledge, and may even deviate from the teaching goal while ignoring the role of emotional factors in the learning process.

Modern teaching structure theory. This theory believes that teaching activities are a very special social activity. The center of the teaching process is not simply students or teachers. The dialectics of teaching is that teachers and students are the central figures in teaching or learning.

##### **4.2. A Plan to Realize the Complementary Advantages of Traditional Legal Teaching and Network Teaching**

To construct a teaching model that complements the advantages of traditional teaching and network teaching of law courses, the key issue is to vigorously promote the transformation and renewal of teachers' teaching concepts, realize the integration of information technology and

law courses, and seek truth from the original traditional teaching and its theoretical foundation. Correctly evaluate, inherit its essence, and discard its dross; for advanced modern education-network teaching and its theoretical foundations should not be blindly worshipped. It is necessary to conduct research and analysis objectively and realistically, absorb its strengths, and discard its shortcomings. ; It is necessary to take the concept of quality education as the control, carry out comprehensive complementation of multiple advantages, and realize the high-quality integration of the two teaching methods. The specific integration plan is as follows:

**Table 1.** The specific plan of teaching design that realizes the complementary advantages of the two

Teaching procedure	Teaching mode	Teachers' behavior	student behavior
Preview before class	Online learning, to notify students through announcements	Guide students to preview in online courses	Students log in to the law online course for preview
Classroom teaching	Multimedia Courseware	Create a learning situation	Students watch multimedia
	Put forward learning goals and requirements	Teacher lecture	Clarify the learning objectives of this lesson
	Traditional classroom teaching	Teachers explain system knowledge	In the classroom, listen to the teacher's explanation and study, take notes carefully, and learn a more systematic and solid basic knowledge from the teacher's language, behavior, and behavior
	In conclusion	Ask questions in class to inspire students to think about problems and use the knowledge they have learned to solve problems	Organize your own learning results, and check the correctness of the learning results; experience the joy of the master's success in learning, find the cause of the error, and modify your own exploration methods
Review after class	Online course learning	1. Guide students to browse the law course website, guide and supervise students' independent study, and provide individual guidance to students 2. Instruct students to enter online communication, organize and participate in student discussions 3. Click on the video of online course teaching	1. Under the guidance of teachers, browse the website and conduct independent learning. 2. While browsing, actively think about the remaining problems in class. 3. Enter online communication and discuss and communicate with students from Peking University High School Online School in different locations around the learning goals. 4. Learn from teachers in the High School Affiliated to Peking University through remote interactive teaching in online schools.
	Electronic work	Comment on electronic assignments and provide guidance for each student's individual questions	Enter the online homework provided by the law online course and complete the electronic to further consolidate the learning content of this lesson.

	Access network information	Instruct students to look up case analysis materials, laws and regulations in the law network course, and read theoretical articles representing academic frontiers	Under the guidance of the teacher, complete access to relevant materials and read papers as required
	Online discussion	Teachers answer questions raised by students in the law online course	Ask a question

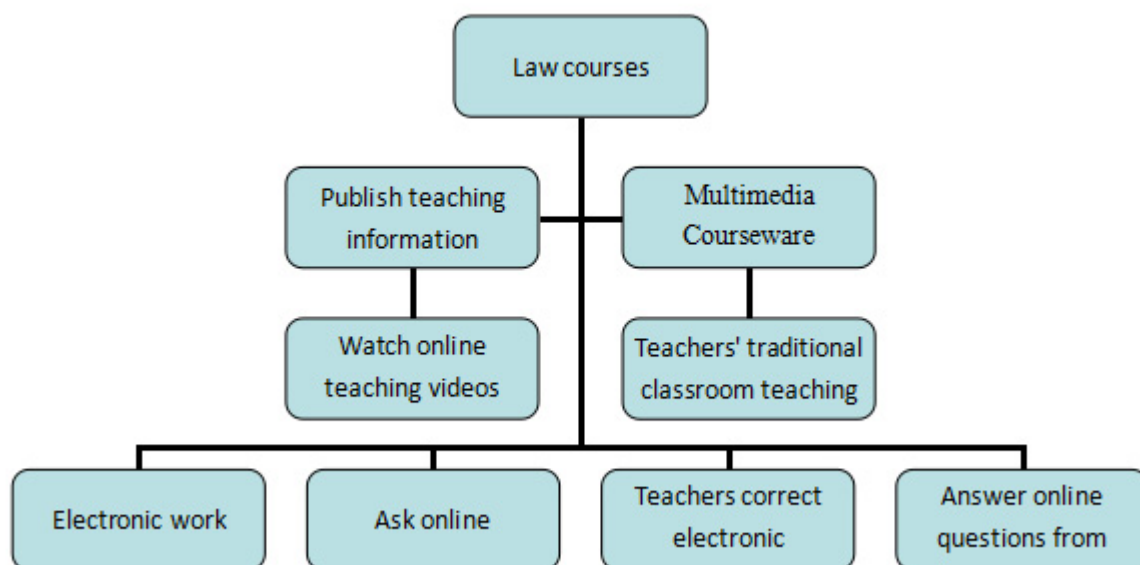


Figure 1. Schematic diagram of the classroom teaching and online course flow of law courses

### 5. Conclusion

In the digital age, computers and their networks should become indispensable and important technical means for modern education, but it is obviously unscientific to regard computers and their networks as a panacea for solving the crux of our education problems, or a universal tool for breaking through teaching difficulties. of. In any time domain, education methods cannot be "perfect" due to the intervention of the "most modern" technological means at the time. However, modern education technology can only reflect its value and promote education only by advancing hand in hand with traditional education techniques and complementing their advantages. Real development.

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