

Analysis of the Teaching Reform and Implementation Path of Civics in Law Courses in Higher Vocational Colleges and Universities

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Keywords: Higher Vocational Colleges and Universities; Law Course; Course Ideology; Teaching Reform

Abstract: In the current reform of vocational higher education, legal courses have the dual responsibility of training qualified applied talents with both technical competencies and good legal ideas. Given the complexity of our current social landscape and the ambiguity of values and social realities, the work of infusing ideological and political education into legal professional teaching has implicit urgency. However, when we look at practice, again there is a concern. In many legal courses in vocational colleges, embedding ideological and political content seems to be "bolted on" rather than organically connected, teaching methods have been largely superficial, the assessment mechanism still does not accurately reflect the success of moral development and did not fully realize the maximum educational value of these legal courses. We need a process of in -depth reform in vocational higher education.

1. Introduction

Vocational education plays an important role in providing technical and skilled talent for the country's economic and social development agenda. Within the context of the vocational higher education system, legal courses are a key domain to foster students' legal competency or literacy, rule consciousness, and social responsibility. It is an unavoidable requirement for realizing the fundamental task of moral education and developing the comprehensive competitiveness of talent to carry out ideological and political education throughout the entire process of legal teaching. Currently, it seems there are many issues associated with ensuring the correct value orientation is disseminated in legal professional classrooms. In addition, the long standing and entrenched alignment between "knowing and understanding the law" alongside "abiding by and implementing the law" is a fundamental issue for any teaching effectiveness. Exploring a way to analyze a systematic reform route to incorporate ideological and political teaching into legal courses and improve education relevance has valuable theoretical value, and real world significance.

2. Civic and Political Requirements for Talent Cultivation in Higher Vocational Colleges and Universities

The vocational higher education system bears the profound function of shaping students'

professional ethics and social responsibility in the cultivation of legal talents. The relevant ideological and political requirements clearly state that the spirit of the rule of law and the core socialist values should be integrated into the essence of the courses. Legal classrooms should go beyond the pure analysis of legal provisions and guide students to understand the social behavior norms and value stances carried by the essence of the law. Teachers need to naturally infiltrate the cultivation of patriotism while imparting professional knowledge. The teaching process should organically connect the training of technical abilities with the cultivation of civic character, so as to enable the legal thinking to be truly internalized into the behavioral norms for students to handle practical problems. This requirement for integration has become an important criterion for testing the effectiveness of vocational legal education.

3. Main Problems of Current Civics Teaching in Law Courses

3.1. Poor Integration of Civics Elements and Professional Contents

In vocational higher education legal classrooms, there is a widespread situation where the teaching of professional knowledge and the presentation of value elements are separated from each other. When organizing teaching content, teachers tend to independently place ideological and political key points at the end of chapters or cut them into isolated fragments, failing to establish an organic connection based on the internal value stance of legal principles. At the level of curriculum design, there is a phenomenon of insufficient exploration of the deep - seated logic between the spirit of the rule of law and professional ethics. The connection between value elements and core knowledge points such as the determination of tort liability and the elements of contract formation is mostly presented as simple labeling. In teaching practice, value guidance often degenerates into slogan - like summaries, ignoring the social governance logic and the essence of citizens' responsibilities behind legal provisions. As a result, students have difficulty spontaneously using the ideological and political cognitive framework to make ethical decisions when solving practical legal problems [1].

3.2. Tendency of Unitary Teaching Methods and Means

In the teaching implementation process, excessive reliance on the lecture - based model of one - way knowledge transfer restricts students' active participation space in legal ethics issues. The design of classroom activities is constrained by the fixed thinking of traditional routines, resulting in a lack of necessary speculative tension in the value - guiding. The investment in educational technology resources has not been effectively transformed into a deep - interaction medium for promoting the ethical analysis of legal cases. Most discussion sessions end with simple right - or - wrong judgments, and there is rarely a simulated deduction of conflicting value conflicts. The teaching activities lack a practical training module that guides students to conduct value sorting in professional scenarios, which makes it difficult for students to break through the symbolic understanding level of the crucial sense of social responsibility in legal literacy. This directly leads to a serious limitation of students' value - thinking space when facing complex legal issues in future professional activities.

3.3. Teachers' Civics Teaching Ability to be Improved

Some teachers in legal majors show an obvious disconnection when dealing with the transformation between legal professional knowledge and value concepts. The interpretation of the social functions behind legal provisions often remains within the scope of technical analysis and

fails to be elevated to the conveyance of legal principles and spirit. In daily teaching, it is difficult for teachers to transform the core socialist values carried by the legal system into concrete classroom demonstrations. In the teaching process, the guidance of students' value cognition often lacks a dialectical deconstruction of complex social issues, resulting in a fragmented transmission of the concept of the rule of law and social responsibility. The in - depth analysis ability of the teaching staff regarding the political stances and social values contained in legal events directly affects the delivery effect of ideological and political education in courses. Currently, there is an unbalanced development tendency between legal literacy and the ability of value education.

3.4. Lack of Civics Dimension in Curriculum Evaluation System

The current evaluation model focuses on the memorization of legal knowledge points and the assessment of procedural application, while neglecting the observation of students' value - judgment ability and ethical thinking level. The design of test paper questions and the scoring criteria for practical training overly focus on technical operation specifications, which makes the ideological and political dimension become an additional reference indicator. The assessment process lacks an examination of students' value stances when using legal principles to handle ethical dilemmas, so it is difficult to obtain real teaching feedback on the internalization degree of the concept of the rule of law. The analysis of evaluation results fails to establish a correlation model between the degree of knowledge mastery and the degree of value recognition, and the lagging feedback mechanism restricts the dynamic adjustment of value - guiding strategies in the teaching process.

4. Implementation Path of Civics Teaching Reform in Law Courses

4.1. Reconstructing Teaching Content System (Mining Typical Cases)

Reconstructing the teaching content system requires the teaching - material compilation team to deeply explore the value - stance conflicts contained in real legal events during the case - screening process. The construction of a typical case database should focus on controversial events that can not only explain the principles of legal application but also naturally carry the spirit of the rule of law and social responsibility. When organizing courses, teachers need to interpret the knowledge points of substantive law and the norms of procedural law in the social context. In the process of case analysis, attention should be paid to revealing the value orientation of public order and good customs and the development direction of the rule of law reflected in judicial judgments. The team for constructing course resources needs to extract the moral - choice contradictions in high - frequency practical scenarios such as labor - dispute cases and contract - performance dilemmas, so as to transform legal provisions from abstract norms into real - world behavioral guidelines that embody the core socialist values. This case - driven content structure promotes the three - dimensional cultivation of the rule - of - law literacy through the integration of professional - technical cognition and value judgment [2].

4.2. Innovative Teaching Methods (Scenario Simulation + Debate Teaching)

Innovative teaching design should construct a highly realistic practical training environment based on the disposal of corporate legal disputes and the mediation of community conflicts, enabling students to personally experience the practical tension of legal professional ethics while representing the positions of parties. In the debate - style classroom organization, efforts should be made to guide students to conduct adversarial reasoning around controversial value - conflict cases. The role - playing process can deeply stimulate their independent thinking about the principles of

public order and good customs and the norms of procedural justice. Teachers need to intervene in the discussion during the value - intervention phase when the viewpoints of the prosecution and the defense are in intense confrontation, guiding young candidates for legal practitioners to penetrate the surface of specific cases and explore the political stances and social governance logics behind judicial judgments. This immersive teaching experience transforms abstract value concepts into perceptible professional conduct codes, significantly enhancing students' ability to rehearse resolving complex legal dilemmas based on the core socialist values.

4.3. Building Dual-Teacher Teaching Team

The construction of a dual - qualified teaching staff needs to promote the formation of a regular collaborative teaching and research mechanism between law theory teachers and industry practice experts. Industry experts should continuously provide value - judgment materials from the forefront of judicial practice for professional teachers to transform into teaching case resources. Key in - school teachers must regularly participate in real workplace scenarios such as labor arbitration sites and corporate legal affairs departments to capture the real - world conflict patterns of legal professional ethics. The back - feeding of practical experience promotes the contextual restoration of the concept of fairness and justice in classroom teaching. The design of the training mechanism aims to enhance the teachers' awareness of keenly capturing legal value disputes in social hot - spot events. The professional growth support system needs to establish a two - way value dialogue channel between the practice departments and the teaching and research sections so that the mainstream social values can be seamlessly integrated into the analysis of specific legal cases. This growth framework ensures that the improvement of teachers' sensitivity to professional ethics is no longer isolated from the update of legal theory knowledge, and the elements of industry practice are directly correlated with the requirements of ideological and political education in courses.

4.4. Improving Multiple Evaluation Mechanisms

Improving the diversified evaluation mechanism requires the designers of the evaluation system to add observation points for professional ethics performance in simulated court hearings on the basis of traditional written examinations. Training instructors should systematically record the process of students' value - stance choices demonstrated in the mediation of labor contract disputes. The final assessment content must include questions for distinguishing the value expressions hidden in the process of legal document drafting, and design tasks for interpreting controversial clauses to test students' ability to deconstruct legal loopholes using the core socialist values. The team for analyzing growth records needs to integrate the change curves of the rule - of - law literacy presented in community legal service practice reports and classroom debate records. Cross - course comparison data can track the development trajectory of students' political stance maturity when handling collective rights - protection cases. The evaluation feedback carrier should simultaneously accommodate the evaluations of law firm internship supervisors on students' adherence to procedural justice when facing evidence - collection dilemmas. Reflections in court - hearing notes serve as an effective textual evidence source for observing the internalization degree of students' political identity [3].

5. Guarantee Measures for the Reform of Civics Teaching in Law Courses

5.1. Establishing a coordinated promotion mechanism at the university and college levels

The school - college two - level collaborative mechanism prompts the school - level management

department to formulate an overall framework document that integrates the law major training program and the ideological and political standards of courses. The department - level executive agencies are responsible for decomposing the political - stance training objectives in the course standards into the teaching syllabi of each core course. The special working group regularly collaborates with legal practice departments to update the reports on the evolution trends of industry values. The academic affairs office coordinates the law teaching and research section to fine - tune the proportion allocation of value - oriented training modules according to social judicial needs. The resource support system breaks through the technical barriers between the law school's practical training bases and the case database of the School of Marxism. The fund approval process gives priority to supporting the upgrading projects of the software and hardware of moot courts that can reflect the superiority of the socialist rule - of - law path with Chinese characteristics. The teaching staff scheduling plan clearly requires the school - level supervision group and the industry tutor group to jointly participate in the design and optimization of the value - guiding section in the legal clinic courses. The cross - departmental cooperation meetings establish the operating procedures for professional course teachers and ideological and political workers to jointly resolve the value conflicts in teaching cases of labor contract disputes. The quality monitoring center collects the implementation difficulties in the value cultivation dimension of grass - roots teaching units on a monthly basis to form a closed - loop for feedback and adjustment. The policy transmission mechanism ensures that the political requirements of the superior Party committee for the cultivation of rule - of - law talents are rigidly implemented in the civil and commercial law practical training.

5.2. Strengthening the training of teachers' Civics Teaching Ability

The regular training organized by the Teacher Development Center should focus on the special improvement of value - guiding techniques in legal case teaching. The group of trainees needs to master the transformation skills of political stance expression in the simulated court hearings of consumer rights protection training. The tutor group is configured in a mode where senior prosecutors and ideological and political theory experts jointly conduct on - campus guidance. The practical tutors with a background as public prosecutors demonstrate how to integrate the Party's policy proposals into the whole process of analyzing the evidence chain in labor dispute handling. The design of practical training projects emphasizes training teachers' ability to dig out the social governance logic behind criminal law cases, and collective lesson - planning meetings are organized to guide law major teachers and ideological and political course teachers to jointly deconstruct the conflict points of public order and good customs in private lending disputes. In the ability assessment section, the records of key value - guiding nodes in the group debate process of students are introduced as the basis for observing teaching effects. The back - tracking analysis technology of court - hearing videos helps teachers identify their weak links in transmitting the concept of the rule of law during the discussion of justifiable defense cases. The post - assessment criteria include the ability to handle value conflicts at the labor arbitration and mediation site into the indicators for title evaluation and appointment. The appraisal opinions on the practical operation of ideological and political elements in courses issued by industry tutors become the essential supporting materials for the recognition of teachers' professional skill levels [4].

5.3. Developing a Specialized Teaching Resource Base

The resource construction team for developing the characteristic teaching resource library needs to systematically collect typical labor - dispute cases involving socialist core values from grass - roots courts in the past five years. The digital technology department is responsible for conducting

refined metadata indexing of value conflict points in video court - hearing materials. The screening criteria require the case - library update team to mainly retain the property - dispute handling samples that demonstrate the achievements of the rule - of - law China construction in the new era and remove the international commercial arbitration reference materials with the risk of Western value infiltration. The digital processing process embeds the step where Marxist theory scholars mark the value elements of key evidence in construction project contract disputes. Three - dimensional virtual technology can reconstruct the scene of online shopping infringement disputes to help learners understand the judicial discretion dimension of the principle of good faith. The community - correction cloud training module simultaneously launched on the resource sharing platform needs to embed a decision - making branch tree for legal professional ethics. Blockchain evidence - storage technology ensures that real cases of legal aid in the poverty - alleviation field cannot be tampered with when conveying the stance of people's justice. The quality review committee regularly checks potential hidden dangers of value - orientation deviation in the teaching resource library and continuously monitors the update rhythm of resource content to keep it in sync with the development and changes of the Chinese rule - of - law discourse system. The red rule - of - law historical materials area established by the cross - school cooperation alliance specifically sorts out the contract documents from the base - area period to show the evolution logic of the Communist Party of China's rule - of - law tradition. The user evaluation system automatically captures high-frequency search terms to locate the legal provisions of public order and good customs that urgently need strengthened interpretation in vocational education.

5.4. Constructing a Regularized Quality Monitoring System

The construction of a regular quality monitoring system requires the quality monitoring center to systematically collect practical evidence of value stances implied in students' legal document assignments on a quarterly basis. The teaching supervision group conducts trajectory backtracking analysis on the discussion session of property law cases based on the value-guiding nodes marked on the course video tapes. The system administrator uses big-data tools to capture the data stream of students' political literacy maturity demonstrated in collective decision-making during the mock court training. The intelligent evaluation module deployed in the cloud can automatically generate an early-warning report on the risk of value-orientation deviation in the criminal procedure law debate session. The industry quality observation station synchronously transmits to universities the short-board diagnosis chart of interns in law firms regarding their procedural justice literacy when handling group disputes. The dynamic update mechanism of the ideological and political element radar chart enables the design of the constitutional law course to precisely meet the needs of constructing the rule-of-law identity in the contemporary workplace. The monitoring information flow process includes the standardized processing steps of the academic affairs office converting the compilation of value-deviation cases in administrative law practice drills into instructions for teaching plan revision. The annual review meeting conducts cross-comparison of key frames of court-hearing records to identify deviations in evidence-recognition stances that require immediate intervention. The closed-loop feedback loop designed in the teaching data cabin allows the repeated retrieval and re-verification of value-selection scenarios in the virtual simulation community-correction experiment [5].

6. Conclusion

Reforming the ideological and political teaching of vocational law courses is a systemic project directly related to the foundation and quality of talent cultivation. For example, reconstruction of the content system should explicitly take vivid legal-rule cases as carriers to make value guidance

directional; innovation of teaching methods must facilitate the activation of students' subjective awareness, so that they will also deepen their value identification through critical thinking; transformation of the teaching staff should require the incompleteness of professionalism and educational ability to transform; improvement of the evaluation mechanism should pay attention to examining the narrowing of students' value-judgment ability. Through the coordinated and steady advancement of the parties involved, the impartment of legal knowledge will be able to truly be internalized into the students' belief in the rule of law and sense of responsibility, and cultivate highly-skilled talents with both moral and legal qualities who are in line with the requirements of the new era, thus establishing a solid foundation for the construction of a rule-of-law society in our country.

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