

Examination and Reconstruction: Dual Dilemmas and Improvement Paths of the Training Model for Foreign-Related Rule of Law Talents in Colleges and Universities

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Abstract: Against the backdrop of increasingly frequent international exchanges and accelerated globalization, the international legal environment has gradually become more complex. Issues such as the reconstruction of the international rule system and intensified institutional competition in emerging fields have raised requirements for talents, leading to a straight-line growth in the demand for foreign-related rule of law talents. In this context, the talent training models of colleges and universities are facing enormous challenges. Based on this, this paper will focus on analyzing the practical needs, necessity, and dilemmas of training foreign-related rule of law talents in colleges and universities, and explore the specific implementation paths of their training models, in order to provide theoretical references for the transformation of the training models of foreign-related rule of law talents in colleges and universities.

Keywords: Foreign-related rule of law; Globalization; Law; Governance system; Colleges and universities; Talent training

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1. Introduction

In recent years, with the advancement of the “Belt and Road” Initiative, the global governance system has accelerated its reconstruction and transformation. This has made it necessary for China to accelerate the construction of foreign-related rule of law and gain more initiative, integrating legal games into the dimensions of industrial chain security and national security. Under this foundation, the strategic value of training foreign-related rule of law talents in colleges and universities has become increasingly prominent. However, the existing training models still have dual dilemmas that need to be addressed urgently^[1]. As key institutions for cultivating high-quality talents, colleges and universities should take the practical needs of foreign-related rule of law as

the starting point, and explore improvement paths from multiple dimensions, such as talent training objectives, curriculum systems, and teaching model innovation. The goal is to cultivate more high-quality rule of law talents who are not only familiar with Chinese law but also proficient in international rules, and can serve the overall situation of China's opening-up.

2. Practical demands for the training of foreign-related rule of law talents in colleges and universities

2.1. An inevitable requirement to serve the national strategy for foreign-related rule of law construction

At present, China is in a critical stage of high-level opening-up. Driven by the "Belt and Road" Initiative, the scale of international trade and investment continues to expand, and China's legal interactions with other countries around the world are becoming increasingly frequent. The foreign-related legal disputes and rule-based games it faces are also becoming more complex. This puts forward stricter requirements for foreign-related rule of law talents. Such talents not only need to be high-quality individuals with systematic legal knowledge, familiarity with international rules, and cross-cultural communication skills, but also need to be high-caliber professionals who know how to use international rules to safeguard national sovereignty, security, and development interests ^[2]. As important institutions for talent training, colleges and universities need to integrate national strategic demands into the entire process of training objectives, curriculum design, and practical teaching. They should clarify the alignment between talent training and national strategies, adjust talent training objectives accordingly, help students understand the rule of law connotation of national strategies, and cultivate talents that can provide personnel support for China to gain advantages in rule of law competition in the complex international environment ^[3].

2.2. An urgent need to adapt to the high-quality development of foreign-related legal services industry

Currently, the international situation is complex and volatile. Amid such unprecedented changes, foreign-related legal service businesses are evolving at an accelerated pace, and their service scopes are constantly expanding. They have extended from traditional fields such as international trade and international investment to emerging areas like cross-border finance, intellectual property rights, data compliance, and environmental and climate law. This shift has transformed the demand for talents from single-discipline knowledge-based talents to interdisciplinary talents ^[4]. Therefore, when training foreign-related rule of law talents, colleges and universities should place greater emphasis on developing students' practical abilities and comprehensive literacy. They need to integrate knowledge and skills from various fields of current foreign-related legal services into all aspects of talent training, increase the proportion of practical teaching, and use methods such as case teaching, situational simulation, and project-based teaching to guide students in applying legal knowledge to solve practical problems. By doing so, they can cultivate practical and interdisciplinary talents who can meet the needs of foreign-related legal services.

2.3. An inherent demand to enhance the global competence of rule of law talents

With the deepening of international exchanges and the acceleration of globalization, talents with global competence have become a key requirement for positions in international affairs. Under the trend of cultural

diversity, to gain a firm foothold in the core of development, foreign-related enterprises not only need talents with professional legal knowledge and language skills, but also require comprehensive talents who can understand the differences in legal cultures and social systems of different countries (cross-cultural cognitive ability) and flexibly apply international rules to solve problems ^[5]. Innovating the training model of foreign-related rule of law talents in colleges and universities is a fundamental requirement to adapt to national rule of law reforms under the global governance system, and also an inherent demand to enhance the global competence of rule of law talents, which holds important contemporary value. Only by possessing comprehensive global competence can talents gain the initiative in foreign-related legal practice and achieve professional development ^[6].

3. Dilemmas faced by colleges and universities in training foreign-related rule of law talents

3.1. Vague orientation of talent training

Against the backdrop of the globalized era, China's demand for high-level foreign-related rule of law talents is becoming increasingly urgent. In response, colleges and universities have launched various initiatives in the training of such talents. However, the effectiveness of talent training is not ideal, and the fundamental reason lies in the vague orientation of talent training in these institutions. Specifically, on the one hand, some colleges and universities have an insufficient understanding of the development trend of international affairs. Their talent training objectives remain confined to the knowledge framework of traditional legal talents, with insufficient emphasis on the interdisciplinary literacy and international perspective required for foreign-related talents. This leads to inadequate depth and breadth in covering core content such as foreign-related rule of law, resulting in an incomplete establishment of students' international rule of law knowledge system ^[7]. On the other hand, interdisciplinary talents are now in high demand, which requires colleges and universities to pay attention to the interdisciplinary nature of foreign-related rule of law and integrate the teaching of other professional knowledge—such as language, digital technology, and foreign trade rules—into talent training. However, the talent training objectives of some current colleges and universities are not integrated with professional knowledge, failing to form a differentiated talent training pattern.

3.2. Inadequate recognition of practical demands

Practical ability is a key factor for colleges and universities to achieve high-quality training of foreign-related rule of law talents. Therefore, when designing training programs and models for foreign-related rule of law talents, colleges and universities should be practice-oriented, accurately grasp the country's practical needs and development trends, and ensure precise alignment between talent supply and demand. Nevertheless, current colleges and universities have inadequate recognition of the practical demands for foreign-related rule of law talent training. On the one hand, these institutions focus more on theoretical knowledge in training, making it difficult to target the actual needs of the country and enterprises in foreign-related legal practice. As a result, it is hard for colleges and universities to truly take practical demands as the core training objective in the training process. On the other hand, due to inadequate recognition of current practical demands, the cooperation between colleges and universities and practical departments—such as foreign-related law firms, arbitration institutions, and multinational enterprises—mostly remains in the form of framework agreements, lacking substantive cooperation content. This causes the practical teaching of colleges and universities to become a mere formality,

making it difficult for students to understand real foreign-related rule of law business^[8].

3.3. Imperfect curriculum system

Compared with other professional courses, the training of foreign-related rule of law talents involves greater uncertainty and complexity, requiring colleges and universities to actively align with job requirements and standards, and update and improve the curriculum system. Currently, the curriculum system construction of some colleges and universities is imperfect and presents a fragmented state, which is particularly prominent in terms of curriculum content update, curriculum module setting, and teaching methods^[9]. From the perspective of teaching content, the latest achievements in cutting-edge fields—such as international rule reforms, digital economy rule of law, and global climate governance—have not been incorporated in a timely manner. Curriculum cases and teaching materials still focus on traditional foreign-related legal business, which is disconnected from the current development trend of foreign-related legal practice. From the perspective of curriculum module setting, there are no interdisciplinary modules; courses such as “Law and Foreign Languages”, “Law and International Politics”, and “Law and Digital Technology” are offered as electives, making it impossible to achieve in-depth knowledge integration and application. From the perspective of teaching methods, the methods are overly simplistic, still dominated by teacher lectures, and lack interactive teaching methods—such as case teaching and project-based teaching—that can promote knowledge integration. This makes it difficult for students to integrate knowledge from different fields and apply it to practice.

4. Improvement paths for the training model of foreign-related rule of law talents in colleges and universities

4.1. Accurately orient training objectives and build an interdisciplinary talent quality system

In the past, when setting talent training objectives, colleges and universities had the problem of vague talent training orientation, which led to indistinct characteristics of interdisciplinary talents and made it difficult to meet the needs of the market and national strategies. Based on this, to get rid of this dilemma and help students adapt to international development trends, colleges and universities need to accurately orient training objectives and build an interdisciplinary talent quality system. On the one hand, in terms of training objective orientation, colleges and universities should clearly distinguish the core differences between foreign-related rule of law talents and traditional legal talents, integrate the cultivation of international rule literacy and cross-cultural competence into talent training objectives, and improve students’ ability to handle cross-border legal affairs by using international rules^[10].

On the other hand, in the construction of the quality system, it is necessary to break through the limitation of single knowledge imparting and form a three-in-one quality framework covering legal professional competence, international general competence, and professional ethics. This enables students to, on the basis of mastering professional competence, become proficient in foreign language communication, cross-cultural cognition, operation of digital rule of law tools, and other abilities. Meanwhile, colleges and universities should focus on their own disciplinary advantages and regional development characteristics, formulate differentiated talent training programs, and avoid homogenization in talent training^[11]. At the same time, colleges and universities also need to establish a dynamic adjustment mechanism, conduct regular research on the adjustment of national foreign-related rule of law strategies and changes in foreign-related legal service formats, and timely

optimize training objectives and quality systems to ensure that talent training is accurately aligned with the needs of the times.

4.2. Optimize the curriculum system to adapt to the complex and changing needs of foreign-related legal practice

The construction of a curriculum system is the foundation and carrier for colleges and universities to train foreign-related rule of law talents, and it is a key guide that determines curriculum content, curriculum structure, talent training objectives, and teaching methods. In the process of training foreign-related rule of law talents, colleges and universities need to optimize training programs in combination with their own foreign-related rule of law talent training objectives and training mechanisms^[12]. First, regarding the curriculum structure, colleges and universities can establish a three-level curriculum structure to form a hierarchical and logically coherent knowledge system. For example, the basic level should focus on basic knowledge of foreign-related rule of law, and use core courses such as jurisprudence, constitutional law, civil law, and criminal law to strengthen students' basic knowledge structure. On this basis, it is necessary to strengthen basic competence courses such as college English and cross-cultural communication to lay a solid knowledge foundation for students. The core level should highlight the professional characteristics of foreign-related rule of law, focus on the connected teaching of domestic law and international law, and help students build an integrated knowledge framework of foreign-related rule of law. The expansion level can expand courses such as international rules for the digital economy, cross-border data compliance, and legal issues in global climate governance, in combination with current international trends and communication situations, so as to improve students' cognition and response capabilities in cutting-edge fields.

Second, in the past curriculum system, curriculum content was usually static and rigid, with a slow update speed, making it difficult for students to access up-to-date knowledge. In this regard, it is necessary to update and expand the core professional content. For example, courses such as international political economy and introduction to global governance can be introduced to help students understand the political and economic logic behind foreign-related legal issues and improve their comprehensive analysis and strategic thinking abilities. Finally, colleges and universities need to recognize the role of practical teaching in talent training, increase the proportion of practical teaching, and achieve an organic balance between theoretical teaching and practical teaching, so that students can adapt to the complex and changing needs of foreign-related legal practice.

4.3. Innovate talent training models and create a diversified and collaborative education pattern

In the traditional talent training model, there is a disconnect between theoretical and practical teaching, making it difficult for students to effectively apply their knowledge to actual positions. To better enable students to adapt to international changes and the needs of foreign-related rule of law positions, colleges and universities need to innovate talent training models and build a new education pattern featuring diversified collaboration and dynamic adaptation. First, colleges and universities can carry out in-depth cooperation with enterprises and implement a school-enterprise collaborative education model in the talent training process. Based on students' academic performance and post-standards, colleges and universities can establish foreign-related rule of law studios with enterprises and introduce real corporate projects, allowing students to use their knowledge systems to complete the entire project process. Specifically, students can be divided into project teams, with

clear task objectives and division of responsibilities for each team. In-school teachers and off-campus practical tutors jointly serve as instructors to guide students in completing tasks such as case acceptance, legal analysis, document drafting, court debate, and execution follow-up. This allows students to experience foreign-related legal practice operations through real projects and enhance their practical problem-solving capabilities.

Second, colleges and universities need to rely on digital technology and practical training-based resources to build a situational teaching platform covering functions such as international commercial negotiation rooms, simulated international arbitration tribunals, and cross-border legal dispute mediation rooms. They can use VR and AR technologies to reproduce complex foreign-related legal scenarios and allow students to complete a full set of work processes according to assigned roles. This not only enables students to intuitively experience the operation process and professional atmosphere of foreign-related legal practice, but also encourages them to flexibly apply legal knowledge and practical skills to deal with various complex situations. Finally, with the deepening of international exchanges and the growing demand for foreign-related rule of law talents, colleges and universities have gradually recognized the importance of international competitions and begun to explore a new “competition-integrated” training model. Taking competitions as the main practical path to improve teaching effectiveness, this model realizes the goal of “using competitions as practice.” Based on this, colleges and universities can build international legal practice platforms, organize students to participate in high-level activities such as international commercial arbitration mock competitions, international human rights law moot courts, and global youth legal forums, and encourage students to participate in the work of international organizations and foreign-related legal institutions as volunteers or interns. This allows students to practice rule application and strategic thinking abilities in real international legal scenarios.

5. Conclusion

To sum up, the examination and reconstruction of the training model for foreign-related rule of law talents in colleges and universities is an inevitable requirement to serve international exchanges and cooperation. By taking measures such as building an interdisciplinary talent quality system, optimizing the curriculum system, and innovating talent training models, colleges and universities can align talent training with the needs of foreign-related rule of law positions, and cultivate interdisciplinary talents who have a solid foundation in Chinese law, possess international rule literacy, and demonstrate practical capabilities.

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