

# Problems and Countermeasures in Practical Teaching of Legal Major in Vocational Colleges

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**Abstract:** Practical teaching of the legal major in vocational colleges is crucial. In the new era, it is necessary to promote modernization and digitalization, respond to the call for craftsmanship spirit and moral education in vocational colleges, which is of great significance for the future development of vocational college students. However, in the corresponding work, it is not difficult to find problems such as the marginalized status of practical teaching, the disconnection between teaching content and reality, and the lack of vocational characteristics. As front-line teachers, we should actively adjust and optimize teaching strategies, and propose countermeasures for current prominent problems. Therefore, combined with the current situation of legal majors in vocational colleges, as well as new concepts and technologies, this paper puts forward several feasible and effective development strategies, hoping to provide more references for front-line educators.

**Keywords:** Vocational colleges; Legal major; Practical teaching; Problems; Countermeasures

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## 1. Problems existing in the practical teaching of legal major in vocational colleges

### 1.1. Marginalized status of practical teaching

Vocational colleges attach great importance to the practical teaching module itself, but there are multiple deviations in the practice of the legal major. On the one hand, most schools adopt the form of moot court teaching on campus, with limited activities and supporting resources, leading to the marginalization of practice<sup>[1]</sup>. On the other hand, the development and application of off-campus training platforms are insufficient. Opportunities for professional internships, graduation internships, and court observations are limited, which are not enough to provide comprehensive training support for all students, inevitably resulting in efficiency and quality problems, and further hindering the development of practical teaching. In addition, no vocational college has fully issued systematic requirements on objectives, content, procedures, and assessment for the legal major, making the practical teaching module a mere formality, which requires profound reflection from front-line teachers.

### 1.2. Disconnection between practical teaching content and job requirements

Combined with teaching practice, it is obvious that the practical teaching content of the legal major is

disconnected from job requirements. According to relevant data, less than 20% of graduates from the legal major in vocational colleges have entered the judicial system in recent years <sup>[2,3]</sup>. In other words, although vocational colleges seemingly attach great importance to the practical teaching of the legal major, the overall efficiency and quality are reduced due to factors such as poor content connection and single and rigid methods, resulting in poor contributions to the legal profession and the judicial system. Of course, our understanding of judicial practice is also limited, ignoring many non-judicial departments of legal services, which is also a major path for accepting graduates from legal majors in vocational colleges. Such mismatched educational positioning is also one of the important factors causing employment difficulties for graduates from the legal major in vocational colleges.

### **1.3. Lack of “Vocational” characteristics in practical teaching**

Practical teaching lacks its own characteristics and is prone to being led astray in the initial stage of imitation, resulting in serious homogenization and a lack of characteristics. Vocational colleges have not been running legal education for a long time, and the curriculum setting, content, and method design are still in the primary stage, making such problems prone to occur. Some schools still imitate and compress the teaching system of ordinary undergraduate colleges without their own complete disciplinary system, which will naturally lead to serious homogenization and lack of characteristics <sup>[4]</sup>. If a complete teaching objective system, syllabus, evaluation mechanism, and training platform cannot be explored and formed in the future, the overall quality level will inevitably be reduced, restricting the innovative development of legal practical education, which requires us to pay attention, reflect deeply, and improve gradually.

### **1.4. Incomplete collaborative education mechanism of integration of theory and practice**

The coordination between theoretical and practical teaching of legal major in vocational colleges is poor, and various advanced resources have not been effectively integrated and utilized, resulting in an underdeveloped integration mechanism. Collaborative innovation is a value criterion based on integration, cooperation, integration, and sharing for colleges and universities to improve the overall quality of talent training. However, it is obviously not developing smoothly in the practical education of vocational colleges, and the exploration of practical teaching of the legal major is still in the primary stage. Most colleges and universities lack a sense of coordination, leading to different value orientations and criteria among teachers, students, the government, and enterprises. Over time, internal resources cannot be fully utilized, and the role of external collaborative education is difficult to play, which limits the innovative development of legal education <sup>[5]</sup>. In the future, it is necessary to explore the collaborative education mechanism of integration of legal theory and practice to fundamentally improve the problems and enhance the level of education.

## **2. Improvement strategies for practical teaching problems of legal major in vocational colleges**

### **2.1. Strengthen top-level design and construct a systematic, practical teaching system**

To fundamentally reverse the marginalization of the practical teaching of legal major in vocational colleges, systematic reconstruction must be carried out at the institutional level. At present, most colleges and universities lack unified practical teaching standards and implementation paths, leading to strong randomness in teaching and uneven quality. Therefore, it is urgent for provincial competent departments of education to take the lead, jointly with judicial administrative departments, industry associations, and representative vocational colleges,

to formulate the Guidelines for Practical Teaching of Legal Majors in Vocational Colleges, clarifying practical objectives, content modules, class hour ratio, assessment methods, and resource guarantee requirements at each stage<sup>[6-8]</sup>. On this basis, each school should refine its talent training plan in combination with regional legal construction needs and the main employment directions of graduates, integrating practical teaching throughout the three-year academic system: the first year focuses on legal cognition and basic skill training; the second year focuses on simulated training and post experience; the third year strengthens real post internships and comprehensive ability output. At the same time, a special practical teaching management office should be set up to coordinate internal and external resources, establish a dynamic feedback mechanism, and regularly evaluate practical effects and optimize teaching design. Only through institutionalized, standardized, and whole-process top-level design can practical teaching move from “dispensable” to “indispensable,” and truly become the core pillar of legal vocational education.

## **2.2. Deepen the integration of production and education and build a diversified and collaborative practical education community**

The key to solving the disconnection between practical teaching content and job requirements lies in breaking the barrier between the education chain and the industrial chain, and building a collaborative education mechanism involving the government, industry, enterprises, and schools. Vocational colleges should take the initiative to connect with local judicial bureaus, law firms, arbitration commissions, notary offices, small and medium-sized enterprises, and grass-roots governance units to jointly build a “legal practice collaborative education platform.” On the one hand, implement the “double tutors + project-based” training model: on-campus teachers are responsible for theoretical guidance and process management, while off-campus practical experts undertake real case analysis, skill demonstration, and achievement evaluation, and jointly develop practical projects close to posts such as “labor dispute mediation training packages” and “small and medium-sized enterprise compliance review task sheets.” On the other hand, expand the types and functions of internship bases, covering not only traditional judicial organs but also emerging scenarios such as public legal service centers, township comprehensive governance centers, and industrial park legal service stations, providing students with diverse and real practical opportunities<sup>[9-11]</sup>. In addition, explore in-depth cooperation forms such as “order-based classes” and “modern apprenticeship system,” such as jointly setting up “legal assistant directional training classes” with local well-known law firms, realizing curriculum co-construction, teacher sharing, assessment co-evaluation, and employment co-promotion. At the same time, build a “virtual + real” integrated training environment with digital technology, making up for the lack of offline resources through VR simulated court trials and intelligent legal consultation systems. By building a collaborative ecology of resource sharing, responsibility sharing, and achievement co-creation, practical teaching can truly respond to industry needs and serve regional development.

## **2.3. Highlight vocational attributes and construct a differentiated and characteristic practical teaching model**

Legal education in vocational colleges must get rid of the path dependence on legal education in ordinary undergraduate colleges, and build a practical teaching system with distinct vocational characteristics based on the positioning of “application-oriented and skill-oriented”. First, in terms of curriculum setting, the proportion of pure theoretical courses should be greatly reduced, and practical courses with distinct vocational orientation such as Non-litigation Legal Practice, Grassroots Legal Service Skills, Enterprise Compliance Operation Practice, and Community Conflict Mediation Technology, should be added, focusing on cultivating students’

ability to solve specific problems in real work scenarios<sup>[12]</sup>. Second, promote the integrated model of “task-driven - scenario simulation - achievement output” in teaching methods, such as organizing students to carry out “legal physical examination” services in communities, providing legal consultation on marriage and inheritance, property disputes, etc. for residents, and forming standardized service reports; or cooperating with local small and medium-sized enterprises to guide students to complete real tasks such as labor contract review and compliance assessment of rules and regulations. Furthermore, pay attention to the integration of “law + digital technology,” introduce emerging skill training such as electronic evidence preservation, online mediation platform operation, and intelligent case recommendation, and improve students’ professional literacy to adapt to the era of smart justice. Finally, abandon single written examination assessment in the evaluation system, adopt process portfolio evaluation, and take the quality of legal opinions, customer satisfaction, mediation success rate, and project completion degree as core indicators<sup>[13]</sup>. Only by adhering to “teaching based on posts and training based on abilities” can we form an irreplaceable school-running characteristic and enhance the competitiveness of graduates in the grassroots legal service market.

#### **2.4. Promote the integration of theory and practice and realize the in-depth integration of teaching processes and resources**

To solve the long-standing problem of “two skins” between theory and practice, it is necessary to promote the systematic integration of teaching concepts, content, processes, and evaluation, and build a truly integrated education mechanism of theory and practice. Vocational colleges should break the traditional fragmented model of “first theoretical teaching, then centralized internship” and implement “embedded circular teaching.” Specifically, set up several practical units in each professional core course: synchronize contract drafting and review training with Civil Law Principles, supporting administrative penalty hearing simulation with Administrative Law Practice, and conducting evidence analysis exercises combined with real case files with Criminal Procedure Law, realizing a virtuous cycle of “learning for application and application promoting learning”. At the same time, develop cross-curriculum comprehensive training projects, such as “one-stop legal service full-process training”, covering complete links including client reception, case analysis, legal research, document production, mediation and negotiation, or litigation preparation, to cultivate students’ systematic thinking and comprehensive practice ability. Gradually break down the barriers between academic affairs, training centers, student affairs, employment and other departments, and uniformly plan teaching progress, teacher allocation, and venue use. Strengthen the construction of “double-qualified” teachers, and improve teaching coordination through teachers’ on-the-job training in practical departments, practical experts entering the classroom, and joint teaching and research<sup>[14,15]</sup>. Regularly collect employers’ evaluations of students’ practical abilities, and reversely optimize curriculum content and teaching methods. Only through mechanism innovation and process reengineering can we realize the resonance and mutual promotion of theoretical teaching and practical training, and comprehensively improve the educational effect of legal vocational education.

#### **2.5. Improve quality evaluation to ensure the continuous optimization of legal practical teaching modules**

For practical teaching to achieve high-quality and sustainable development, it is necessary to establish a scientific, dynamic, and diversified quality evaluation system and supporting incentive mechanism. At present, vocational colleges generally have the problem of “emphasizing form over effect”, which stems from the lack of effective process monitoring and result feedback mechanisms. Therefore, a “goal - process - achievement” trinity practical



teaching quality evaluation model should be constructed: at the goal level, set quantifiable practical goals according to professional teaching standards and post ability maps; at the process level, track the implementation through multi-dimensional data such as teaching logs, guidance records, student reflection reports, and enterprise tutor evaluations; at the achievement level, not only focus on internship reports or simulation performance but also introduce real service effect indicators, such as the adoption rate of legal consultation, the performance rate of mediation agreements, and the completion degree of enterprise compliance rectification. At the same time, the evaluation subjects should be diversified, including on-campus teachers, off-campus tutors, service objects, and student self-evaluation, to ensure an objective and comprehensive evaluation. On this basis, establish an incentive and accountability mechanism linked to evaluation results: give preference to teachers with outstanding practical teaching effects in professional title evaluation, performance assessment, and project application; award the title of “Demonstration Base for Collaborative Education” and policy support to enterprises or institutions with close cooperation and remarkable educational effects; for students, include practical achievements into the credit bank, comprehensive quality evaluation, and even employment recommendation system. In addition, it regularly releases the Annual Report on the Quality of Legal Professional Practical Teaching, disclosing key indicators and improvement suggestions. With this complete institutionalized quality assurance and positive incentive, stimulate the internal motivation of all parties to participate in practical teaching, promote it from “passive completion” to “active innovation”, and realize continuous iteration and high-quality development.

### 3. Conclusion

In summary, the reform of the practical teaching of legal major in vocational colleges is an inevitable trend in development. It is necessary to focus on problems in content, methods, characteristics, and mechanism systems, and formulate corresponding improvement plans. We emphasize the educational value of practical teaching and its positive impact on students’ career development. Therefore, it is hoped that through teaching reform in the future, a collaborative education mechanism suitable for the legal practice and long-term career development of vocational college students can be constructed. It is hoped to contribute to the reform of practical teaching of legal major and meet the evolving professional needs related to law.

### Disclosure statement

The author declares no conflict of interest.

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