

# Research on the Training of Applied Legal Talents in Universities Against the Background of the New Liberal Arts

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**Abstract:** With the in-depth integration of the new round of technological revolution and industrial transformation, the construction of the new liberal arts has become a strategic engine for promoting the high-quality development of higher education. Against the background that digital technology reconstructs the social governance pattern and interdisciplinary integration spawns emerging legal formats, legal education in applied universities is facing the pressure of transformation. It is urgent to break the problem of emphasizing theory over practice in traditional legal talent training, so as to meet the demand for compound legal talents in the new era. Based on this, this paper deeply explores the methods of training applied legal talents in universities against the background of the new liberal arts for reference.

**Keywords:** New liberal arts background; Applied type; Universities; Legal talents

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## 1. Preface

As an important measure for the reform of higher education disciplines in the new era, the new liberal arts is oriented towards basing on China, looking at the world, and facing the future. It emphasizes breaking the limitations of disciplinary teaching, promoting the integration of liberal arts and sciences, and strengthening practical education, which also provides an opportunity for the transformation and development of legal education. As an important part of the higher education system, applied universities shoulder the important mission of cultivating talents with strong practical application capabilities to serve regional economic and social development. At present, the demand for applied talents in China's basic legal system construction is constantly increasing, but the training of legal talents in some applied universities still has problems, such as outdated concepts and rigid curriculum systems, which cannot meet the requirements of the times and social development under the current background of new liberal arts development. Therefore, it is necessary to strengthen educational reform, deeply explore the training mode of applied legal talents in universities under

the background of the new liberal arts, and improve the quality of talent training.

## **2. Core requirements for the training of applied legal talents in universities in the background of the new liberal arts**

### **2.1. Adhere to value guidance**

The construction of new liberal arts emphasizes morality education as the foundation. As a discipline with strong ideological attributes, the legal discipline needs to infiltrate value guidance into all areas of talent training. Applied university legal talents still need to always adhere to the rule of law thought as the foundation and strengthen their own learning. In teaching, schools should construct a complete ideological and political education curriculum and curriculum ideological and political system, deeply excavate the ideological and political elements in the teaching of legal professional courses, integrate excellent traditional Chinese culture into teaching, cultivate students' good professional ethics, and strengthen their sense of responsibility <sup>[1]</sup>.

### **2.2. Strengthen interdisciplinary integration**

An important feature of the new liberal arts is interdisciplinary integration, which requires breaking the limitations of traditional disciplinary teaching and promoting close integration between law and other humanities and social sciences, as well as natural sciences. At present, the progress of science and technology and economic and social development has put forward higher requirements for legal talents, requiring them to understand law, master key information technologies, and develop into cross-border talents with economic management capabilities and an understanding of international rules in the new era. Applied university legal talents need to comply with this development trend, strengthen general education, promote the integration between law and other fields, and cultivate students to build a more complete knowledge structure system <sup>[2]</sup>.

### **2.3. Highlight practical orientation**

As a discipline with strong practicality and professionalism, law has important educational value. Practical teaching is an important link in the training of applied legal talents in universities. Under the background of new liberal arts construction, applied universities should break the limitations of education, introduce more high-quality external resources into campus teaching, strengthen the effective integration between legal education and legal practice, allow students to write documents in real legal scenarios, realize the transformation from knowledge transmission to ability shaping, and better adapt to the development trend of the times <sup>[3]</sup>.

## **3. Current situation and prominent problems in the training of legal talents in applied universities**

### **3.1. Outdated training concepts**

At present, the training concepts of legal talents in most applied universities are biased, which are difficult to effectively reflect the requirements of new liberal arts construction and the positioning of applied talent training. On the one hand, many universities still adopt traditional legal talent training concepts, focusing more on the teaching of theoretical knowledge and neglecting the cultivation of students' practical abilities

and innovative spirit, which leads to the problem of students having high scores but low abilities and being unable to meet the needs of legal professional positions <sup>[4]</sup>. On the other hand, some universities have deviations in the positioning of the legal discipline, and there is insufficient overall planning on core issues such as how to cultivate legal talents, failing to effectively connect with the needs of regional development.

### **3.2. Rigid curriculum system**

The curriculum system is an important carrier of talent training. At present, the legal curriculum system in applied universities still has obvious problems. It mainly includes the following aspects: First, the curriculum setting is traditional, mainly focusing on traditional departmental courses such as criminal law, civil law, and administrative law. There are not many emerging interdisciplinary courses, such as data law and artificial intelligence law, which cannot meet the talent needs in the digital age and globalization background <sup>[5]</sup>. Second, the curriculum structure is unreasonable, and there is an imbalance between theoretical and practical courses. Practical courses are mainly in the form of moot courts and graduation internships, lacking a systematic practical education system, which leads to inconsistencies between educational content and real legal practice. Third, the integration between positions, courses, competitions, and certificates is insufficient. The standards of legal professional qualification examinations and industry job requirements cannot be effectively integrated into curriculum standards, and the connection between discipline competitions and teaching evaluation is insufficient, making it impossible to achieve the expected curriculum construction goals <sup>[6]</sup>.

### **3.3. Lack of collaborative mechanism**

The training of legal talents requires the joint participation of universities, governments, enterprises, and practical departments. However, at present, the construction of collaborative mechanisms for legal talents in applied universities is not perfect. First, the collaboration between universities and localities is insufficient. Universities are in a superficial cooperative relationship with local judicial organs, government departments, law firms, and other practical units, lacking a long-term and stable cooperation mechanism. Practical departments have insufficient enthusiasm to participate in the formulation of talent training programs, curriculum design, and teaching evaluation. Second, university-enterprise collaboration is a mere formality. The cooperation of enterprise legal departments is mainly in the form of internship recruitment, lacking targeted education projects in fields such as enterprise compliance, which cannot meet the needs of enterprises for legal talents <sup>[7]</sup>. Third, the internal collaboration of universities is insufficient. There is a lack of effective interdisciplinary integration systems between legal majors and other majors, making it difficult to carry out interdisciplinary teaching and scientific research practice activities, which is not conducive to talent training.

## **4. Reform paths for the training of applied legal talents in universities against the background of the new liberal arts**

### **4.1. Clarify training orientation and establish scientific education concepts**

Applied universities should always take the needs of new liberal arts construction as the benchmark, and clarify the positioning of talent training according to their own school-running characteristics and regional development needs. First, adhere to the education concept of integrating morality and law and unifying

knowledge and practice, infiltrate value guidance into the talent training process, focus on the teaching of legal theoretical knowledge, strengthen the cultivation of practical abilities and professional literacy, and cultivate talents with legal beliefs, professional abilities, and social responsibilities in the new era. Second, highlight the regional service positioning, deeply understand the needs of local economic and social development and legal system construction, formulate targeted talent training programs according to regional characteristic fields such as grassroots governance and digital economy, and create a unique brand of legal talent training. Third, strengthen the innovation orientation, comply with the development trend of interdisciplinary integration of new liberal arts, encourage students to carry out independent inquiry-based learning, and form innovative thinking qualities and problem-solving abilities <sup>[8]</sup>.

#### **4.2. Reconstruct the curriculum system and strengthen interdisciplinary integration construction**

Under the guidance of the new liberal arts concept, schools should pay attention to the construction of the legal curriculum system and build a legal curriculum system with a solid foundation and distinct characteristics. First, optimize the curriculum teaching structure and reasonably adjust the proportion of theoretical and practical courses. Theoretical courses focus more on the teaching of basic legal content such as civil law and criminal law, while practical courses focus more on on-campus simulation and off-campus post practice, constructing a three-dimensional educational practice curriculum system <sup>[9]</sup>. Second, strengthen interdisciplinary integration, add emerging interdisciplinary courses such as data law and network security and information law, offer professional elective courses, encourage students to study the content of computer, economics, management, and other majors, and conduct in-depth learning of compound knowledge. Third, deepen the educational concept of integrating positions, courses, competitions, and certificates, and integrate the standards of legal professional qualification examinations into curriculum teaching practice, so as to form a curriculum education system based on positions to determine courses, and promote students to enhance their professional competitiveness.

#### **4.3. Build a collaborative mechanism and form a multi-party linkage system**

To break the limitations of traditional education work, universities should strengthen multi-party linkage and build an education mechanism led by the government and participated by schools, enterprises, and practical departments. First, deepen the collaboration between universities and localities, establish practical education bases with local judicial organs, government departments, and law firms, actively invite practical experts to participate in the formulation of talent training programs, and synchronously bring the latest experience in the construction of a socialist country ruled by law into the campus <sup>[10]</sup>. Second, strengthen university-enterprise cooperation, carry out in-depth cooperation with enterprise legal departments, establish collaborative education projects, carry out targeted teaching and training for fields such as enterprise compliance and intellectual property protection, provide students with richer practical opportunities for learning, and improve their comprehensive quality and abilities. Third, pay attention to the construction of school practical activities, build an internal collaborative development mechanism, strengthen the cross-cooperation between legal majors and computer, economics, management, and other majors, and carry out interdisciplinary teaching activities and scientific research projects, so as to promote the interdisciplinary integration and cultivate compound legal talents in the new era <sup>[11]</sup>.

#### **4.4. Strengthen teachers' team construction and improve the professional quality of "dual-qualified" teachers**

To adapt to the development background of the new liberal arts, schools should strengthen the construction of teachers' teams and build a team of teachers with a solid theoretical foundation, exquisite practical experience, and noble moral character. First, improve the introduction mechanism for high-level talents, increase the intensity of introducing high-level legal talents, strengthen the training and development of existing teachers, encourage teachers to pursue doctoral degrees, and participate in academic seminars and teaching reform training. Second, strengthen the construction of "dual-qualified" teachers' teams, establish and improve the teachers' on-the-job training and exchange mechanism, and encourage more teachers to participate in practical training in enterprises. At the same time, invite experts from practical departments and industry elites to work as part-time teachers and participate in curriculum teaching and practical guidance<sup>[12]</sup>. Third, establish and improve the teacher incentive system, incorporate practical teaching results and social service achievements into the teacher assessment and evaluation system, give policy inclination to "dual-qualified" teachers in professional title evaluation, stimulate teachers' enthusiasm to participate in teaching reform, and improve the enthusiasm for education.

#### **4.5. Innovate teaching modes and promote the integration of classroom scenarios**

In the context of the digital age, teachers should change their teaching methods and innovate teaching modes. First, promote diversified teaching methods, adopt modern teaching methods such as case teaching, seminar teaching, flipped classroom, and project-based learning, select real cases for in-depth discussions among students, guide students to actively think and explore, and jointly solve problems through team collaboration, so as to form legal thinking and practical abilities<sup>[13]</sup>. Second, focus on building a smart teaching platform, effectively use artificial intelligence and big data technology to build a virtual interactive digital resource library, integrate educational resources such as virtual simulation platforms, create a highly simulated mock classroom, and truly realize the integration of training, evaluation, and guidance. Third, improve the teaching evaluation system, construct a three-dimensional and process-oriented teaching evaluation mechanism, incorporate students' classroom performance, case analysis results, practical training scores, and other contents into the evaluation scope, change the previous single evaluation mode, and fully reflect students' comprehensive quality and abilities<sup>[14]</sup>.

#### **4.6. Learn from international experience and optimize the talent training mode**

In the context of globalization, China's higher education should also fully understand and learn from the higher education models of other countries, so as to better optimize and adjust China's education model. The dual-track system in German legal education can provide more help and support for the training of applied legal talents in Chinese applied universities. Through national examination reform, teacher integration, curriculum integration, and other methods, Germany has achieved effective integration of academic and professional functions, which is conducive to the effective combination of theory and practice. Applied universities can learn from the German education model, establish an education model that effectively connects theoretical learning and practical internships, strengthen cooperation with judicial practical departments, and incorporate practical training into the whole process of talent training. In addition, schools should strengthen cooperation with international schools, enhance international exchanges, consolidate

students' foreign language foundation, and cultivate applied talents in the new era <sup>[15]</sup>.

## 5. Conclusion

In summary, the construction of new liberal arts has brought unprecedented development opportunities and higher requirements for the training of applied legal talents in universities. As the core position for cultivating applied legal talents, applied universities should always base themselves on the core concept of interdisciplinary integration of new liberal arts, face up to the problems such as outdated concepts and rigid systems in talent training, strengthen educational reform, and build an integrated legal talent training path in the new era. Only by firmly taking morality education as the fundamental, social needs as the orientation, and reform and innovation as the driving force, and continuously deepening the reform of legal teaching, can educators cultivate talents who adapt to the strategy of comprehensively governing the country according to the law and contribute more to national construction and development.

## Disclosure statement

The author declares no conflict of interest.

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