

Analysis and Reflection on Teaching Reform of Administrative Law Course

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Abstract: The main problems in the current teaching of administrative law in our country are that the trained talents cannot meet the actual needs, the teaching contents are numerous and miscellaneous, the teachers' practical experience is insufficient, the case teaching method cannot be effectively applied, and the teaching contents are difficult for students to absorb. These problems have seriously affected the achievement of the whole legal teaching goal of the country. Administrative Law, as a basic professional course for administrative management major in colleges and universities, should reflect the application characteristics and competency-based of higher vocational education. The reform of its curriculum teaching content should emphasize practical application rather than theoretical system. The reform of curriculum teaching method should attach equal importance to theoretical teaching and case analysis. We should keep up with the pace of ruling the country by law, deepen the teaching reform of law major and explore teaching methods that are more suitable for the needs of the society. This paper analyzes the problems existing in the teaching reform of the current administrative law and administrative procedure law, and puts forward relevant suggestions for the teaching reform based on the author's own practical experience.

1. Introduction

“Administrative Law and Administrative Procedure Law” is one of the 14 core courses of law major and occupies a very important position in our legal education system. This course is multifarious in content, has a huge knowledge system, and involves a wide range of social fields [1]. With the acceleration of China's urbanization process, the significance of urban management is becoming more and more important, the connotation is becoming more and more rich, and the requirements are becoming higher and higher. In China's major law schools, students are often intimidated by the complexity of the content of administrative law courses, abstract concepts and boring teaching [2]. Only from the perspective of teaching objectives, few students can meet the requirements of knowledge and ability through the study of administrative law, and the untiring efforts of teaching teachers based on teaching objectives cannot achieve significant teaching results. Judging from the current urbanization process in our country, we must start from improving the management level of the city, whether in terms of upgrading the taste of the city or improving the quality of life of citizens [3]. Almost every chapter of administrative law involves some independent laws and regulations, and the theoretical and practical nature of this course is very strong, so there are great difficulties in both teaching and students' learning.

2. The Current Situation of Teaching Administrative Law Course

The subject teaching steering committee has determined that it is a compulsory core course for undergraduate law majors. With the acceleration of the speed of administrative legislation and the increasing advancement of the construction of administrative rule of law in China, the importance of this course is also increasing day by day. Many teaching materials for legal subjects are written for undergraduate education, and most of them are for students majoring in law. There are few teaching materials for administrative law for non-law majors, and few for adult education. Taking the part of administrative acts as an example, some authors divide administrative acts into abstract administrative acts and specific administrative acts according to a classification of administrative

acts as a standard, and design the curriculum system of administrative acts on this basis. The employment orientation of urban management and supervision major study group determines the core position of “Administrative Law and Administrative Procedure Law” in the curriculum system of urban management and supervision major. However, in the postgraduate examination, constitutional government is a relatively unpopular major. The number of students applying for constitutional government is relatively small, and the number of places admitted by Luoda University is limited. The so-called most difficult course is certainly administrative law. This course is characterized by many contents, wide coverage, strong professionalism and great difficulty [4]. These characteristics determine that it is very difficult for students to learn this course. Accordingly, it also puts forward higher requirements for the teachers who teach this course.

3. Problems and Causes of Administrative Law Teaching

3.1 It is Difficult for the Trained Talents to Meet the Actual Needs

Law, especially administrative law, is a subject of law with strong application and focuses on training people who use law. “Legal person should be a professional legal person who can use legal knowledge to solve problems for the society and practice the social purpose and justice of law” [5]. It is usually a one-way teaching concept, with teachers as the leading role and students as the audience. It does not realize that students are the main body of learning activities. It emphasizes more on how teachers teach than how students learn. There is no conclusive understanding of some basic concepts and categories in the theoretical circle. Even some basic academic terms are not uniformly defined. For example, there are dozens of theories about the nature of administrative law, such as balance theory, control theory, public interest standard theory, service theory, etc. The lack of a clear understanding of the theoretical basis and the difficulty in keeping up with the development and changes of administrative practice have led law graduates to be helpless and unable to start when facing administrative dispute cases and administrative business. The equipment cannot recognize the burned CD and it is still difficult to play the case, resulting in teachers teaching more and students practicing less. Students are in a blind follow-up position and lack the initiative of independent thinking and learning.

3.2 There Are Many and Varied Teaching Contents

The scope of administrative law has not yet been determined. However, according to the teaching materials of administrative law compiled by domestic scholars, there are many teaching contents of administrative law. Many knowledge points in this course are professional and obscure. Therefore, in the process of teaching, many teachers have made great efforts to explain the learning of administrative law theory in order to show the knowledge points clearly, but the effect is not satisfactory. Miscellaneous As mentioned above, the scope of learning regular knowledge is too wide for other disciplines to reach [6]. Some authors did not show the difference between abstract and concrete in the catalogue, but arranged it according to theoretical overview, administrative legislation and various specific administrative acts. Faced with such a large administrative law textbook with so many contents, words and pages, it is really not easy to finish the teaching and let the students absorb it in only 56 or 78 class hours. Theoretical explanation is of course very important, but the teaching method of “full house filling” not only makes teachers laborious, but also makes students lose interest in learning and become bored. How to complete the above teaching tasks in limited class hours is a great test of the will and energy of teachers and students.

3.3 Teachers Lack Practical Experience

Administrative law is a practical course, so the lecturers are required to have rich experience in administrative practice. Only with rich experience in administrative practice can the lectures be thorough and thorough. When teachers choose teaching materials, they usually choose the teaching materials of “Administrative Law and Administrative Procedure Law” from universities. However, such teaching materials do not distinguish between specialties and do not reflect the needs of urban

management and supervision specialties. The mastery of knowledge is limited to the scope of knowledge teaching, and the overall acceptance does not take the initiative to think about the legitimacy of knowledge, scientific lack of questioning and speculative initiative and courage. Occasionally there are short answer questions. These mechanical and mechanical problems easily lead to students not studying seriously at ordinary times, only expecting rote memorization before exams, leading students to endorsement machines, and even causing a few students to be lazy and cheat with notes. As a result, these new teachers lack administrative practice experience, are not familiar with the daily operation and business process of administrative organs, cannot grasp the key and difficult points in teaching, and the contents of teaching may be obscure and tortuous, which makes it difficult for students to understand and understand. Therefore, the author will choose according to his own mode of thinking, so we will find that using different versions of teaching materials for teaching, our teaching system may be different, students' learning ideas will be different [7].

3.4 Case Teaching Method Cannot Be Effectively Applied

Case teaching method has always been a common teaching method in the field of law. In addition to its scientific and practical nature and irresistible combination with legal thinking, case teaching also has the financial cost benefits of more than 75 students participating in a class. The traditional examination method of "Administrative Law and Administrative Procedure Law" is usually written examination, which is often lack of openness and application. It usually pays attention to students' memorization and understanding of knowledge points, but it is difficult to examine the application of knowledge points. Generally speaking, word students can adapt to this passive learning method, because their more than ten years of examination-oriented education experience is not so. However, the teaching method instilled does no good to undergraduate students. However, too many cases will affect the teaching process and the ultimate goal of teaching, leading to the end of teaching and affecting the whole teaching plan. Therefore, the application of cases should be appropriate and appropriate [8]. In the teaching of administrative law in our country, the case teaching method has also been used by many lecturers and is gradually favored by more and more teachers and students. However, in the teaching of administrative law, there are also serious problems in applying case teaching method. The consequence of this teaching method is that the classroom atmosphere is boring, students' interest in learning is not high, and students' passive acceptance results in poor learning effect.

4. Reform of Administrative Law Teaching

The above-mentioned problems in administrative law teaching have serious adverse consequences on our country's administrative law teaching and personnel training, which have seriously affected the realization of the country's entire law teaching objectives. Therefore, corresponding teaching reforms must be carried out. Based on my years of teaching practice and the shortcomings in the actual teaching process, the author puts forward the following reform measures of teaching mode in order to provide some reference for the teaching reform of administrative law and administrative procedure law.

4.1 Correctly Positioning Teaching Objectives

The purpose of the existence of universities is to train talents from all walks of life in the country and society, while the department of law of universities is to train talents who are familiar with laws and regulations, encounter specific cases in real life, can apply laws and solve legal disputes. Fully cultivate students' autonomous learning ability and do not condone students' inertia. Through student-student interaction and teacher-student interaction, students can learn, question and explore. The content of the textbook is also quite rich, reaching a high level in both depth and breadth, but for the undergraduate legal education, the textbook is still theoretical in nature and its application needs further strengthening. The teaching materials shall conform to the training objectives of the professional talents and the requirements of the course teaching. They shall be suitable in materials,

depth and weight, conform to the cognitive rules, be enlightening and meet the needs of quality education. Specifically, the teaching of administrative law should achieve the following teaching objectives: firstly, students should be taught to master the basic concepts of administrative law, such as the theoretical basis of administrative law, the legal sources of administrative law, public administration, administrative power, administrative subject, administrative behavior, the basic principles of administrative law and the basic connotation of each principle. Realize the transformation from “teacher-based model” to “student-based model” [9]. Only by taking students as the basis, considering problems from the perspective of students and considering the development of students can this course truly have the characteristics of universities and meet the social needs of urban management and supervision majors.

4.2 Grasp the Key and Difficult Points in Teaching

The territory of administrative law has not yet been determined, nor can it be determined. In addition, administrative law is a subject that changes very rapidly, resulting in a very wide range of teaching and a very complex content of administrative law. Therefore, the emphasis and difficulty should be highlighted in teaching. That is, humanism, which is people-oriented and enables people to develop in an all-round way, and pragmatism, which is practical and conducive to employment and entrepreneurship, should be developed simultaneously to coordinate and unify the two [10]. Therefore, we must pay attention to the important and difficult points, highlight the details, and introduce the controversial issues, the knowledge of the theoretical frontier, and the theories that are purely research preferences. The difficult contents of administrative law teaching are mainly the legal source of administrative law, the establishment and effectiveness of administrative acts, and the confirmation and judgment types of defendants in administrative proceedings. As the “law” in administrative law is a broad law, it includes laws, regulations and rules. The blackboard writing, typical cases and other contents of each chapter are scientifically integrated to make the course teaching vivid, improve the efficiency of the course teaching and facilitate the teachers' teaching and students' understanding. In the ordinary teaching process, we should not only divide the teaching into modules, but also pay attention to the relationship between the modules. Because the basic theoretical knowledge of administrative law is closely related to administrative behavior and administrative relief, we must sort out the relationship between the modules in the ordinary teaching process.

4.3 Diversification of Administrative Law Teaching Subjects

At present, the teaching of administrative law in our country is basically carried out by university teachers, who are almost all from school gate to school gate and lack the necessary practice of legislative organs, administrative organs and courts. The selection of teaching contents should adhere to the principle of close connection with employment positions. The teacher's task is to choose all the knowledge points of “Administrative Law and Administrative Procedure Law” according to the employment positions of the students majoring in urban management and supervision. For example, the knowledge points often tested in the judicial examination belong to the content that the postgraduate examination pays attention to, and belong to the problem that the judicial examination and the postgraduate examination jointly examine. The interactive teaching module emphasizes the two-way communication between teachers and students and their participation in each other, so that the teaching of teachers is no longer a unilateral matter, and students also change from passive knowledge acceptance to active participants. Therefore, teachers should be strengthened and encouraged to go deep into the grass-roots government for temporary job training and increase practical operation experience, because administration does not lie in logic, but is more a summary of experience. Combing the knowledge system of this module, positioning the learning objectives, learning priorities and difficulties of this module; Analyze the position and function of this module in the curriculum system, and clarify the relationship with other modules. Therefore, we can boldly break the division of chapters in the traditional teaching content, design the ability unit or project unit based on the ability demand, and then make trade-offs on relevant knowledge points.

4.4 Innovating Teaching Methods and Skills

Since the legal profession itself uses cases to record legal knowledge, cases have become a repository of legal practical knowledge. Therefore, case teaching method is the best teaching method for studying administrative law. You can set up specific scenarios to simulate illegal activities, such as setting up stalls and selling goods on bridges and pedestrian overpasses. Students are allowed to act as street vendors and urban management law enforcement officers. Through role-playing and scenario simulation, students are clear about the provisions of laws and regulations on urban management administrative punishment. In simulated court teaching, students are the main body and teachers are the leading ones. The training mode of combining rehearsal, simulated trial and review and summary is adopted to improve students' logical thinking ability and court debate ability. Case selection should be moderate in difficulty and close to life. The case is an interpretation of knowledge points and should be simple and clear. The author believes that cases are not afraid of simplicity, as long as they can stimulate students' interest and initiative in learning. However, it should be noted that the case teaching of administrative law cannot choose complicated cases, and generally should choose relatively simple small cases. The existing class hours are not allowed for the explanation of large and complicated cases, and students are more difficult to understand and master. This method can fully mobilize the enthusiasm of the students, highlight the practicality of the course, is a preliminary exercise of students' practice, but also can reflect the students' mastery of knowledge points in the process of implementation, so as to facilitate leak detection and compensation.

5. Conclusion

The above analysis of the administrative law teaching problems and causes, and put forward the path of reform of administrative law teaching. The purpose is nothing more than to make law students like this rather boring administrative law from now on, to explore and understand the secrets of administrative law, and to learn the subjects of administrative law well, although administrative law is indeed a little difficult. In the administrative law teaching class, once the students are mobilized to study, cooperate, question and discuss autonomously, they will become a team full of vitality and vigor and strong creativity. With the deepening of the teaching reform of administrative law and administrative procedure law, we attach importance to the theory and highlight its practicality. Under the background of administration according to law, continuous exploration and innovation will be carried out to train practical talents more in line with social needs.

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