

On the Cultivation Model of Rule of Law Education for College students

Qiong Wei ^{1, a}, Hongying Li ^{2, b}

¹School of Public Administration, Southwest Jiaotong University Chengdu, Sichuan 610031, china.

² School of Public Administration, Southwest Jiaotong University Chengdu, Sichuan 610031, china.

^awang2556@126.com, ^b452826910@.com

Abstract. The current training objectives of university students' rule of law education lack the requirement of cultivating students' self-learning legal ability, the amount of compulsory courses of general legal knowledge set in the training program makes all students lack the time and opportunity to know all the legal knowledge required by the training objectives, and the training method of ignoring practice makes it difficult for students to develop the rule of law practice ability required by the training objectives. These shortcomings are causally related to the ineffectiveness of rule of law education for college students, such as the lack of sustainability of the effect of rule of law education, the lack of comprehensive coverage of the target and content of rule of law education, and the ineffectiveness of rule of law education in developing the ability to practice rule of law. In this regard, it is suggested that the main contents of the rule of law education training mode for college students should be clearly defined by means of guiding norms promulgated by the Ministry of Education, that "developing the ability to learn the law on one's own" should be added to the training objectives, that 32 hours of general law courses should be added to the training program as compulsory courses, and that practical training methods should be strengthened and their supporting measures should be clearly defined.

Keywords: rule of law education, cultivation objectives, cultivation plan, cultivation methods.

1. Introduction

Effective rule of law education is the basic path to improve the rule of law literacy of the whole nation, promote the comprehensive rule of law and build a socialist rule of law state. [1] Cultivating college students to become competent citizens who know the law, abide by the law and use the law to protect the legitimate rights and interests of individuals and social justice is "of great significance to the construction of the socialist rule of law system with Chinese characteristics and to the construction of a socialist rule of law state in China." [2] However, the effectiveness of rule of law education for college students in China is not enough [3], and how to improve the effectiveness of rule of law education for college students to meet the higher requirements of building a rule of law country for college students' rule of law literacy has become a realistic problem that needs to be solved in China.

Some scholars believe that the curriculum of rule of law education in Chinese universities lacks systematization, the content arrangement lacks rationality, the teaching method has serious tendency of intellectualism, and the teachers are hardly equipped to meet the real demand; [4] some scholars believe that the current rule of law education model is single and does not highlight practicality, which is difficult to mobilize students' enthusiasm and should be reformed and innovated. [5] However, no research results have been found on the cultivation model of rule of law education for college students. The arrangement and selection of specific components of the cultivation model, such as cultivation objectives, cultivation plans and cultivation methods, which have been repeatedly applied in educational practice for a long time, are decisive factors affecting the educational effect. In this paper, we will analyze the shortcomings of the current cultivation model of university students' rule of law education and the ineffective performance of university

students' rule of law education, and put forward suggestions to improve the internal composition of the cultivation model of university students' rule of law education, so as to lay the foundation for improving the effectiveness of university students' rule of law education.

2. The shortcomings of the current cultivation model of rule of law education for college students

It is found that the current training objectives, training plans and training methods of China's rule of law education cultivation model are all inadequate.

2.1 Cultivation objectives increasingly focus on abstract legal knowledge but lack the requirement of cultivating self-learning legal ability

The cultivation goal of university students' rule of law education-"legal literacy"-has evolved from the popularization of "general legal knowledge" to the cultivation of "legal quality". Along with the evolution of the cultivation goal, the focus of the type of legal knowledge taught by university students' rule of law education has also changed from "concrete" to "abstract". Among them, concrete legal knowledge mainly refers to the specific contents of various legal norms, while abstract legal knowledge mainly refers to the inner concepts hidden in legal norms, including the concept of rule of law, basic principles, ways of thinking, etc. Cognitive concrete legal knowledge is the logical basis for understanding abstract legal knowledge, and it is difficult to understand the abstract ideas hidden in legal norms without the cognition of certain amount of concrete contents of legal norms.

The general legal education for college students after the resumption of college entrance examination in 1978 is the result of reflecting on and absorbing the lessons of the Cultural Revolution, and the cultivation goal of rule of law education for college students proposed in the "First Five-Year Plan" is "popularizing general knowledge of law", and the type of knowledge taught is concrete legal knowledge; According to the revised content of the 2015 edition of the textbook "Thought and Moral Cultivation and Legal Foundation" [6], the cultivation goal of rule of law education for college students is clearly defined as the cultivation of "legal quality", which specifically refers to "basic cognition of the Constitution and laws, the development of basic concepts of the rule of law, rule of law thinking and the ability to practice the rule of law" [9], and the knowledge imparted is mainly the concrete legal knowledge and the abstract legal knowledge. Legal quality is "the psychological and behavioral mechanism of cognition of law, application of law, observance of law and belief in law", [7] after receiving education on rule of law, college students should basically Cognitive the concrete contents of the norms of "constitution and law" and abstract knowledge such as the concept inherent in law. After receiving education on the rule of law, college students should have a basic knowledge of the specific content of the constitutional law and abstract concepts inherent in the law, and attain the level of "basic concept of the rule of law, thinking and ability to practice the rule of law". According to the 2018 edition of the unified textbook of Cultivation of Thought, Morality and Legal Foundation, the cultivation goal of rule of law education for college students is revised to "rule of law literacy", covering "legal knowledge, rule of law concept, rule of law thinking and rule of law behavior" [8], which means that students have It refers to the quality, cultivation and ability of students to have legal knowledge, understand the essence of law, apply rule of law thinking, defend their rights and fulfill their obligations according to law. [9] Therefore, the training goal of "rule of law literacy" requires that the

knowledge imparted should be more abstract legal knowledge in addition to concrete legal knowledge.

The goal of "rule of law literacy" is in line with the overall goal of rule of law education at the higher education level as proposed in the Youth Rule of Law Education Curriculum (2016), which is "to deepen the knowledge and understanding of the concept of rule of law, principles of rule of law, and important legal concepts, and to basically master the common legal knowledge of citizens. They should have the ability to defend their own rights, participate in public affairs and resolve conflicts and disputes with the rule of law thinking and the rule of law, and firmly establish the concept of rule of law". In order to achieve these general goals, university-level rule of law education also requires the teaching of a large amount of concrete and abstract legal knowledge.

It can be seen that with the comprehensive deepening of the understanding of the importance of "rule by law", the content of the rule of law education for college students has undergone the evolutionary process of gradual improvement, and the overall quantity of legal knowledge required to be taught is not getting smaller and smaller, but the abstract legal knowledge is increasing. At the same time, looking at the content of the cultivation objectives of university students' rule of law education expressed in the relevant normative documents and the unified textbooks, they do not include the requirement of cultivating students' self-learning legal ability.

2.2 The amount of compulsory legal courses set in the training program cannot support the realization of the training objectives

The training program is the support of the training objectives, and its contents should match the requirements of the training objectives, otherwise it is difficult to support the realization of the training objectives. If we measure the current training program of university students' rule of law education by the standard of whether it can support the training objectives, we find that it suffers from the shortage of compulsory courses, which cannot provide the time and opportunities needed for university students to develop "rule of law literacy".

With "rule of law literacy" as the cultivation goal, the cultivation program requires a sufficient number of courses. The cultivation of university students' rule of law literacy "needs to go through a series of step-by-step progressive processes such as knowledge acquisition, consciousness formation, belief formation, and ability practice", [10] which requires that after the rule of law education at the university level, students should master the basic general knowledge of the Constitution and laws and their related systems necessary for their personal growth and participation in social life and acquire abstract legal knowledge such as the nature, characteristics, functions and values of law and the logic and way of thinking of law. On the basis of this, students should form the concept of rule of law, rule of law thinking and implement it into rule of law behaviors, participate in political and social life, enjoy rights and fulfill obligations, distinguish right from wrong and settle disputes according to the law. With "rule of law literacy" as the cultivation goal, university students' rule of law education has the disciplinary attribute of "intellectual education", because the cognition of rule of law is the solid foundation for cultivating rule of law literacy. In order to make students know and understand the large amount of concrete and abstract legal knowledge needed to cultivate "rule of law awareness", it is necessary to arrange the corresponding amount of compulsory courses of general legal knowledge in the training program, otherwise, students will not have the indispensable time and opportunity to know and understand the required legal knowledge.

However, the current training program takes "Ideology, Morality and The rule of law" as the only compulsory course for college students to receive education on the rule of law, which cannot provide the necessary amount of class time for college students to develop the awareness of the rule of law. The course of "Ideology, Morality and The rule of law" was originally named "Legal Foundation". After the Opinions on Strengthening and Improving Party Construction and Ideological and Political Work in Higher Education Under the New Situation (1984) clarified the moral nature of rule of law education in colleges and universities, "Legal Foundations" became the specialized course of rule of law education for college students. [11] According to the document of Education and Social Science [2005] No. 9, "Legal Foundation" and "Thought and Moral Cultivation" were combined and called "Thought and Moral Cultivation and Legal Foundation". According to the Implementation Plan for the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era (Textbook [2020] No. 6), the name of the course "Fundamentals of Thought, Morality and Law" was adjusted to "Thought, Morality and the Rule of Law" and became the only compulsory course in the training program for university students on the rule of law. The 2021 edition of the course has 6 chapters and 241 pages, among which there is only 1 chapter and 61 pages of law content. The total number of hours of the course is 51, and according to the proportion of the content, the number of hours for teaching the rule of law is about 12. Regardless of the problem of subordination[12] of the content of rule of law education for college students, it is impossible to complete the task of imparting the legal knowledge needed to make college students develop rule of law literacy by relying on the 12 or so class hours of rule of law teaching in the only compulsory course of Ethics and Rule of Law.

2.3 The cultivation method of emphasizing theory rather than practice can hardly meet the requirements of the cultivation goal on the practical ability of rule of law

The cultivation method is the means to achieve the cultivation goal, and the choice of cultivation method should match with the content of the cultivation goal, otherwise it is difficult to achieve the requirements of the cultivation goal. The current cultivation method of rule of law education for college students, which is measured by whether it can meet the requirements of cultivation objectives, is found to have the drawback of emphasizing theory rather than practice,[13] and it is difficult to effectively cultivate the rule of law practice ability of college students.

There are classroom and non-classroom locations for university students to receive rule of law education, and there are theoretical and practical teaching methods; teaching in the classroom is generally accustomed to theoretical cultivation methods; teaching in non-classroom is mostly practical cultivation methods. The research found that college students receive rule of law education mainly in the classroom, and not many of them receive rule of law education outside the classroom; theoretical cultivation methods are mainly used, and practical cultivation methods are less often used. Although practical cultivation methods such as teachers' explanation of cases, students' participation in case discussions, and participation in mock courts have better educational effects than theoretical teaching methods of explaining the content of textbooks, the traditional method of teachers' explanation of theories in the classroom is still the main cultivation method used in the rule of law education for college students. In the classroom, especially outside the classroom, students do not have many opportunities to get rule of law education through practical methods such as discussing cases and participating in mock courts.

From the above, the current cultivation mode of university students' rule of law education shows a mismatch of "big head, small body and short limbs". Among them, the training objectives are

ambitious, requiring students to master the necessary concrete and abstract legal knowledge and develop rule of law awareness, concept of rule of law, rule of law thinking and rule of law behavior, but not requiring students to develop the ability to learn law on their own; the training program is small, providing only about 12 compulsory hours, which can hardly support the ambitious training objectives; the training methods are mainly theoretical teaching methods in the classroom, and there is a shortage of practical training methods. It is difficult to achieve the cultivation goal of cultivating students' practical ability in rule of law.

3. the correlation between the shortage of cultivation mode of rule of law education and the inefficiency of rule of law education for college students

The cultivation mode of rule of law education is the primary issue related to the effect of rule of law education. The actual effectiveness of rule of law education for college students in China is low, and the research finds that even if college students have received rule of law education, their concept of rule of law is still weak, their ability to learn the law independently is still lacking, and their ability to consciously abide by the law and use the law is still insufficient. 53.4% of college students lack the awareness of learning legal knowledge independently through the Internet; 10% of college students do not obey traffic regulations when walking or driving; 49.7% of college students do not take the initiative to sign contracts with employers when doing part-time jobs; when their legal rights and interests are damaged, 17.8% of college students solve it through relations, 9.9% choose to put up with it, and 10% of college students Some 10% of them even choose violence to solve the problem. [14] The low effectiveness of rule of law education of college students is causally related to the inadequacy of the current cultivation mode of rule of law education of college students, which is mainly manifested as follows.

3.1 The lack of "self-learning ability of law" in the cultivation goal makes the effect of rule of law education difficult to sustain

The survey found that the effectiveness of "Ethics and the Rule of Law" as a compulsory course for junior college students is high, but its effect will weaken with the passage of time. Because "the ability to learn law on one's own" is not one of the training objectives of rule of law education, some college students stop learning law after the course of "Thought, Morality and Rule of Law" because they have not acquired the ability to learn law on their own, and the effectiveness of rule of law education is not sustainable due to the forgetfulness of legal knowledge brought by the passage of time. The effectiveness of rule of law education will naturally be weakened because of the forgetfulness of legal knowledge brought by the passage of time.

Due to the limitation of the total number of hours in the curriculum, it is impossible to add a large number of compulsory courses of general knowledge of law in the cultivation program of rule of law education for college students to keep the effect of rule of law education. For this reason, it is an ideal alternative to increasing the number of hours to ensure the sustainability of the rule of law education for college students to put forward the requirement of cultivating students' ability to learn law on their own in the training objectives, so that they can have the ability to learn law on their own after the rule of law education. However, there is no clear requirement for this in the current training objectives.

3.2 The target and content of rule of law education are not comprehensively covered by the non-compulsory general law courses

The target of rule of law education for college students is every student rather than some students who receive university education, and its content should include all the legal knowledge required by the cultivation objectives. The only way to achieve full coverage of rule of law education and content is to arrange the necessary amount of compulsory courses of general legal studies in the cultivation program, so that every college student can have time and opportunity to master the legal knowledge required by the cultivation objectives. The only compulsory course of "Ideology, Morality and The rule of law" in the current training program has 12 hours of teaching on the rule of law, which is obviously not enough to provide every college student with the legal knowledge needed to become a qualified citizen. Then, can the opening of other law courses replace the opening of compulsory law courses to obtain the effect of comprehensive coverage of the target and content of rule of law education for college students? The answer is in the negative.

In order to make up for the shortage of legal knowledge received by college students from the course of "ideology, morality and rule of law", many colleges and universities have added general legal knowledge elective courses in the cultivation plan of college students' rule of law education. However, the position of these courses as "elective courses" means that students may or may not take them, which inevitably leads to some students not taking these courses for various reasons. In other words, adding general legal elective courses in the training program cannot cover all the targets of university students' rule of law education.

In order to better study their majors, universities offer law courses related to students' majors. However, due to the limitation of major content, the content of legal knowledge delivered to students by such courses may differ greatly from the content of legal knowledge required by the cultivation goal of rule of law education for college students. In other words, the legal courses related to students' majors cannot cover all the contents of the rule of law education for college students. The fact that the percentage of college students receiving rule of law education through such courses is very low in practice [15] provides evidence of this.

3.3 Less use of practical cultivation methods leads to less effective development of students' rule of law practical skills

The ultimate goal of university students' rule of law education is to acquire the practical ability of rule of law, and the common use of practical cultivation methods can make students gain direct experience in applying the law, which is the main means to effectively cultivate and improve the practical ability of rule of law.

However, the rule of law education in China's colleges and universities emphasizes theory rather than practice, so that college students mostly receive rule of law education through theoretical cultivation methods rather than practical cultivation methods. The traditional theoretical cultivation method can certainly make students know the law, but the life of the law lies in experience, the lack of practical cultivation method of rule of law education, so that students lack the personal experience of using legal knowledge to solve practical problems, it is naturally difficult for them to obtain "the quality, cultivation and ability of using the rule of law thinking, defending rights and fulfilling obligations according to law".

It can be seen that the deficiencies in the current cultivation mode of university students' rule of law education, such as the lack of cultivation objectives, the insufficient amount of compulsory

courses in the cultivation plan and the low use of practical cultivation methods, are the important causes of the low effectiveness of university students' rule of law education.

4. the improvement of the cultivation mode of rule of law education for college students

Cultivation mode is "the core content of teaching reform" [16], in order to improve the effectiveness of rule of law education of college students, we need to reform and improve the cultivation mode of rule of law education of college students. Combining the shortcomings of the current cultivation model and following the principle of "legalization of educational reform measures" [17], in order to meet the new requirements for the rule of law literacy of college students by comprehensively promoting the rule of law, it is suggested that the Ministry of Education should promulgate a new guiding document to clearly stipulate the cultivation objectives, cultivation plans and cultivation methods of college students' rule of law education. Only through this institutionalized way of concrete expression of the main contents of the cultivation mode can the cultivation objectives and the contents of the cultivation plan of university students' rule of law education be stable and authoritative, and only then can they be universally promoted and repeatedly implemented nationwide. While authoritative teaching materials are written and published to provide a basic model for the rule of law literacy education of college students, we should support and encourage the development of diversified general legal education materials around the cultivation objectives to meet the diverse needs of students. In terms of the content of the cultivation model, it is suggested that the following three aspects be improved.

4.1 Adding "cultivating the ability to learn law on one's own" to the training objectives

In addition to retaining the original objectives of rule of law education for college students, it is proposed to add "cultivating the ability to learn law on one's own". This is because, allowing students to develop the ability of self-learning law at the university stage can fundamentally prevent them from gradually forgetting the legal knowledge they have acquired and gradually losing the rule of law literacy they have developed due to the completion of the rule of law education at the university stage; it can allow students to acquire new legal knowledge they need independently according to the needs of work and life after graduating from university, so as to deepen their understanding of the essence of law and consolidate and enhance their formed Legal literacy.

The changes of modern information technology, such as the Internet and WeChat, have changed the traditional learning methods drastically and provided new methods for university students to achieve the cultivation goal of "cultivating the ability to learn law on their own" in rule of law education. The survey found that with the development of network technology, the number of college students of different grades receiving rule of law education through the Internet and other media has gradually increased. Therefore, based on the constructivist view of technology application [18], we can focus on cultivating students' self-learning ability of using modern information technology to acquire legal knowledge in the process of rule of law education [19], so as to enhance and stabilize the effectiveness of rule of law education for college students.

4.2 Increase the compulsory courses of general legal knowledge in the training program and arrange the knowledge content required by the training objectives

Legal knowledge is large in quantity and wide in scope, and anyone who wants to acquire the necessary amount of legal knowledge has to go through sufficient time of study. Although China

has implemented six five-year plans for the promotion and education of the rule of law in the national education system, the rule of law literacy education for primary and secondary school students is still relatively sporadic; even after the Decision of the CPC Central Committee on Several Major Issues of Comprehensively Deepening Reform of the Fourth Plenary Session of the 18th Central Committee of the CPC called for "establishing courses on the knowledge of the rule of law in primary and secondary schools", the number of primary and secondary schools offering courses on the rule of law is still relatively small. [20] Therefore, the amount of legal knowledge received by most college students in primary and secondary schools is small and not systematic enough, which inevitably requires that the cultivation plan of college students' rule of law education arranges enough class time for general legal knowledge courses.

For this reason, it is suggested that in the cultivation program of rule of law education for college students, in addition to the compulsory course of "Ideology, Morality and The rule of law", 32 hours of compulsory courses of general legal knowledge should be added to ensure that all students have enough opportunities and time to master sufficient and systematic legal knowledge. The academic circles have made useful exploration on how to arrange the contents of the teaching materials of the general legal education courses for college students. Some scholars have compiled textbooks for university students' rule of law education, [21] arranging legal contents closely related to university students' life and work, such as "university students' education and law, civil activities and law, intellectual property and law, employment and law, entrepreneurship and law, rights and remedies and law", which reflects the modernization of university students' legal education and its system. [22] However, the design of the teaching contents of the compulsory law courses for college students should be based on the fundamental principle of achieving the cultivation goals, according to which, the arrangement of the teaching contents of the 32-hour compulsory law courses can be designed according to the method of the first schedule, which also lists the teaching contents and their corresponding cultivation methods and the supporting cultivation goals.

At the same time, we can encourage the continuation of diversified elective courses of general legal studies to meet the needs of those who are interested and avoid wasting the time of those who are not. Since the percentage of students receiving legal literacy education through legal courses related to their majors is very low, such courses should not be included in the cultivation plan of rule of law literacy education for college students but should be included in the cultivation plan of their majors.

4.3 Strengthen the use of practical cultivation methods and clarify the supporting measures

The vigorous implementation of practical cultivation methods in the rule of law education of college students is the basic means to internalize the awareness of rule of law, the concept of rule of law, and the thinking of rule of law in students' minds and thus develop their rule of law behaviors, and it is an important path to improve the shortcomings of the separation of "theoretical education and practical education" [23] in the rule of law education of college students. Third, according to the teaching content, students should match the training methods such as mock negotiation, mock court, and court attendance, so that they can directly participate in the rule of law practice activities and gain practical experience in the rule of law, and realize the transition from the "external state" to the "for-me state" of the rule of law. " and "the state of belonging to me" [24]. In order to ensure that practical cultivation methods are used more often in the practice of rule of law education for college students, the course contents and the number of class hours that adopt practical cultivation methods are listed in Table 1 respectively; among them, the teaching of criminal law, civil and

commercial law, etc. can directly adopt practical cultivation methods such as mock court and court observation.

Studies on the introduction of practical teaching methods in rule of law education [25] have shown that the adoption of practical teaching methods depends on a team of teachers with high practical ability, and the adoption of practical training methods such as mock courts and court hearings requires necessary human, material and financial support. Therefore, it is advisable to explicitly require teachers engaged in rule of law education to have direct experience in legal practice through the system and establish a mechanism to invite judges, lawyers and other legal practice experts to teach law general courses to college students; provide necessary funding, places and other supporting measures to carry out practical teaching of rule of law for college students, and establish stable practice bases for rule of law education for college students in cooperation with judicial institutions such as people's courts.

5. Conclusion

Rule of law literacy is a synthesis of rule of law knowledge and concepts, rule of law behavior and habits, rule of law emotions and beliefs. [26] Reforming the cultivation mode of rule of law education for college students and effectively improving the rule of law literacy of college students is not only the inherent requirement for colleges and universities to implement the fundamental task of establishing moral education, but also the inevitable choice for college students to realize self-development. [27] With the transformation from legal system to rule of law and from legal education to rule of law education, the rule of law education of college students is "shifting from imparting knowledge to cultivating values" [28], and its cultivation mode is bound to change accordingly. How to change the cultivation mode, reasonably arrange and select the content of its cultivation objectives, cultivation plan and cultivation methods, and comprehensively improve the effectiveness of the rule of law education of college students, it is necessary for colleagues to contribute more wisdom.

Schedule 1: The arrangement of the content of the new 32 hours of compulsory general legal education courses for college students and the training methods used and the training objectives supported by them

No.	Course content	Number of hours	Cultivation method	Supported cultivation objectives
1	Basic principles of the rule of law	2	Theoretical approach	Concept of the rule of law
2	Legal way of thinking	2	Practical approach	Rule of law thinking Ability to learn the law
3	Functions of the Constitution	2	Theoretical approach	Constitutional thinking Constitutional Acts
	Classic examples of constitutional functions	2	Practical approach	Constitutional concepts Constitutional thinking Constitutional Acts
4	Basic principles of administrative law	2	Theoretical approach	Knowledge of public law Public law concepts
	Classic cases of	2	Practical	Public law concepts

	administrative law and administrative procedure law		approach	The ability to limit public power
5	Basic principles of criminal law	2	Theoretical approach	Knowledge of criminal law Concepts of criminal law
	Classic cases of the principles of statutory crime and presumption of innocence	2	Practical approach	Criminal law concepts Rule of law thinking Ability to distinguish between right and wrong Ability to defend human rights Ability to pursue fairness and justice
6	Basic principles of civil and commercial law	2	Theoretical approach	Knowledge of civil and commercial law Concepts of civil and commercial law
	Classical examples of the principles of honesty and trust and the principle of the person who claims and who proves	2	Practical approach	Knowledge of civil and commercial law Thinking about the rule of law Ability to enjoy rights and fulfill obligations in accordance with the law Ability to defend private rights Ability to pursue fairness and justice Ability to resolve civil and commercial disputes
7	Classic cases of love, marriage and family law	2	Practical approach	Knowledge and concepts of marriage and family law Ability to assume the rights and obligations of marriage and family Ability to resolve family disputes
8	Basic principles of labor and employment law	2	Theoretical approach	Knowledge of labor and employment law Concepts of labor and employment law
	Classical cases of labor contracts and labor arbitration	2	Practical approach	Ability to enjoy rights and fulfill obligations in accordance with the law Ability to defend legal rights Ability to resolve labor disputes
9	Principles of internet law and intellectual property law	2	Theoretical approach	Knowledge of internet law and intellectual property law Concepts of internet law and

				intellectual property law
	Classic cases of internet law and intellectual property law	2	Practical approach	Concept of internet law and intellectual property law Ability to enjoy rights and fulfill obligations according to law Ability to defend legal rights
10	Basic principles of tax law and its classical cases	2	Practical approach	Knowledge of tax law Tax law concepts Tax law behavior

Reference

- [1] Cheng Lin, Li An. Theoretical reflection and system construction of rule of law education personnel training in the new era [J]. Rule of Law Research, 2022(01): 118-128.
- [2] He Jinhua . Research on the construction of the path of rule of law education for college students in the context of the rule of law [J]. Journal of Beijing Institute of Political Science and Law, 2019(01): 116.
- [3] Yin Huanhuan. A preliminary study on the effectiveness of strengthening rule of law education in colleges and universities [J]. Journal of Xinjiang Radio and Television University,2019,23(04):28-30.
- [4] Chu Defeng. The realistic dilemma of rule of law education in China's colleges and universities and its transcendence in the context of the rule of law [J]. Social Scientist, 2017(9):124-129.
- [5] Yang Xiangwei , Beard Guirong. Path dependence and paradigm shift of rule of law education in colleges and universities in the new era [J]. Modern Education Science, 2019 (5): 50-55.
- [6] Wu Qiantao. Grasp the content of textbook revision effectively realize the transformation of textbook system to teaching system [J]. Journal of Ideological Theory Education.2015(10):15.
- [7] Guan Baoying. Research on the assessment index of citizens' legal quality[J]. Comparative law research,2011(01):11.
- [8] Gao Ying. New thinking on cultivating rule of law literacy among college students in the new era[J]. Beijing Youth Studies,2021,30(02):95-101.
- [9] Key textbook of Marxist theory research and construction project: ideological and moral cultivation and legal foundation[[M]. Higher education publishing house 2018 edition: 6.
- [10] Dai Xiuli, Cheng Linlin , Wang Lufei . Analysis of the current situation and exploration of the mode of cultivating rule of law literacy among college students in the new era--an analysis framework and research data based on four dimensions[J]. Thought Education Research,2022(08):130-136.
- [11] Gao Jianli, Huanyu.Zheng. Review and prospect of the development of rule of law education in colleges and universities in the 70 years since the founding of New China[J]. Journal of Changchun University of Technology (Social Science Edition),2021,34(03):47-51+145.
- [12] Dong Yi . The main problems of university students' rule of law education and thinking about countermeasures [J]. Ideological theory education.2016(03):62.
- [13] Li Jing . Reflections and suggestions on strengthening education of socialist rule of law concept in colleges and universities [J]. Journal of Ideological and Theoretical Education.2011(12):47.
- [14] Zhou Shaoying , Xiong Mi . Exploring the basic path of enhancing the effectiveness of rule of law education for college students [J] Journal of Hubei Second Normal College, 2019,36(12):45-49.

- [15] Tan Bo. On the perfection of legal education for non-law majors in science and technology colleges and universities [J]. Citizenship and Law.2010(02):50.
- [16] Wang Weilian . Talent cultivation mode: the primary issue of education quality [J]. China Higher Education. 2009(08):24.
- [17] Ruan Liquan , Song Da. Exploration of Deng Xiaoping's thought on education and legal system [J]. Mao Zedong Thought Research.2014(04):48.
- [18] Zhong Zhixian , Zhang Qi. On the design of resources, tools and evaluation in learning environment [J]. Open Education Research.2005(03):62.
- [19] Zheng Shipeng. Research on the construction of innovation mechanism of college ideological and political theory course under the environment of self-media [J]. Journal of ideological theory education.2016(05):110.
- [20] Wang Junxiu. The imperative of rule of law education for secondary school students [J]. Legal Literature Information and Research.2017(Z1):55; Huang Yibo, Xu Weiyu et al. Current Situation and Reflections on Middle School Students' (High School) Rule of Law Awareness and Education[J]. Educational Teaching Forum.2016(16):229.
- [21] Zhang Xiaoling ,Min Hao. Research on college students' legal knowledge and legal quality education cultivation [M]. People's Daily Press, 2014 Edition.
- [22] Zhang Hong . odernization of college students' legal education and its system--Review of Research on Cultivation of College Students' Legal Knowledge and Legal Quality Education [J]. Educational Theory and Practice,2019(26):65.
- [23] Dong Yi. The main problems of university students' rule of law education and thinking about countermeasures[J]. Ideological theory education,2016(03):62-66.
- [24] Zhu Yang, Liu Zhangfei. On the disciplinary attributes, basic content and implementation path of rule of law education for college students[J]. Journal of Ideological Theory Education,2020(06):65-68.
- [25] Song Yuan. Research on the innovation of practical teaching of ideological and political theory courses in colleges and universities under the new situation [J]. Journal of Ideological and Theoretical Education.2016(09):125.
- [26] Feng Jianjun. The nature of compulsory education morality and rule of law curriculum [J]. Ideological and political science teaching,2022,(5).
- [27] Gao Zhihua. The meaning and path of cultivating rule of law thinking among contemporary college students [J]. Chinese higher education.2019(11):11.
- [28] Deng Duowen. The transformation of law popularization among students in higher education:from imparting knowledge to cultivating values [J]. Journal of Sichuan Institute of Technology (Social Science Edition),2019(04):45.