

## **Teaching Research on the History of Chinese Law: An Analysis Based on the Survey of Dongguan University of City**

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**Abstract:** The deep advancement of the new era of comprehensively governing the country by law has put forward the fundamental requirements of "establishing morality and dating people, cultivating both morality and law" for legal education, and has also brought profound opportunities and challenges for the transformation of traditional legal theory curriculum teaching. As a core basic of law major, Chinese Legal History carries the important mission of inheriting the Chinese legal civilization, shaping the belief in the rule of law, and cultivating cultural self-confidence. It adapts to the strategic needs of training legal talents in the new era and the transformation pressure of its traditional legal theory curriculum teaching. The current situation of teaching research on Chinese Legal needs to be analyzed in detail, on the one hand, to arouse the importance of teaching of Chinese Legal History, on the other hand, to continue to promote the reform teaching methods on this basis, so that its teaching methods can be more optimized, and provide theoretical basis and practical model for future teaching. However, the teaching of Chinese Legal History has been facing structural difficulties such as the fragmentation of teaching content, the unification of teaching methods, the utilitarianism of students' interests, and the superficiality of ability training. We need to deeply analyze its causes, summarize its experience, and form demonstrable teaching reform achievements.

**Keywords:** History of Chinese Legal System; Training of the Rule of Law Talents; Curriculum Analysis

### **1. Introduction**

The socialist rule of law with Chinese characteristics has entered a new era, and the comprehensive promotion of the rule of law has been furthered, which urgently requires

high-quality legal talents. The Opinions on Accelerating the Construction of High-level Undergraduate Education to Fully Enhance the Ability to Talent issued by the Ministry of Education clearly points out that it is necessary to "strengthen the training students' practical ability and innovative spirit" and "promote the revolution of classroom teaching." As a social science with extremely strong practicality, the mode of education in the field law must transform from the traditional type of knowledge indoctrination to the type of ability training and value shaping. However, in the system of professional courses in law, the theoretical and courses represented by "History of Chinese Law" have long faced severe challenges. Firstly, students generally believe that it "emphasizes memory over application," and interest in learning is not high, showing a tendency of exam-oriented education such as "taking notes in class, reciting notes for exams, and throwing away notes after exams. Secondly, the course content spans thousands of years, with frequent dynastic changes and complex systems, and without an effective logical mainline, it is prone to the fragmentation and isolation the knowledge system, making it difficult for students to establish a holistic understanding of traditional Chinese legal culture. Thirdly, the teaching methods are mainly one-way lectures by teachers, with passively accepting, and there is a serious lack of training in higher-order abilities such as critical thinking, historical data analysis, and value judgment, which cannot meet the composite ability of legal talents in the new era to "understand China and the world." As Professor Huo Xian Dan said: "Legal education cannot simply stay at the level explaining legal provisions, but must deeply understand the historical and cultural genes behind the law."

### **2. The Basis for the Application of PDCA Teaching Method in the Teaching of Law Major Courses**

## **2.1 The Strategic Demand for Legal Talent Training in the New Era**

Since the 18th National Congress of the Communist Party of China, the Party Central Committee, with Comrade Xi Jinping at its core, has included the comprehensive rule of law in the "Four Comprehensives" strategic layout, and made series of major decisions and arrangements. General Secretary Xi Jinping clearly pointed out during his visit to the University of Chinese Political Science and Law: "The comprehensive promotion of the rule of law is a long-term and major historical task. We must adhere to the path of socialist rule of law with Chinese characteristics, adhere to the guidance of Marxist legal thought and theory of socialist rule of law with Chinese characteristics, cultivate people by establishing morality and cultivating both morality and law, and train a large number of high-quality legal talents." This important exposition has pointed out the fundamental direction for the reform of legal education in the new era. With the in-depth development of the construction of the rule of law in China, the demand for legal talents in society has changed from "quantitative" to "qualitative", not only requiring solid professional knowledge, but also emphasizing firm political positions, noble sentiments, profound cultural foundations, strong practical abilities and innovative spirit. The "National Standards for the Teaching Quality of Legal Disciplines" issued by the Ministry of Education clearly regards "cultivating both morality and law, understanding the law and practicing it" as the core requirement for the training of legal talents, and proposes to train "high-quality legal workers with a high sense of social responsibility, good legal professional quality, solid professional foundation, strong practical ability and innovative spirit". As the main position for the training of legal talents, legal education must respond to the needs of the times, break the shackles of traditional teaching models, and construct a talent training system adapted to the new era of rule of law. As a basic course for legal disciplines, "Chinese Legal History" is a key carrier to inherit the excellent genes of the Chinese legal system and understand the historical logic of the socialist rule of law with Chinese characteristics. Its teaching quality directly affects the training of historical literacy and values of legal talents, and urgently needs to be revitalized through

systematic reform.

## **2.2 Traditional Legal Theory Curriculum Teaching Transformation Pressure**

In the curriculum system of law major, theoretical and historical courses such as "History of Chinese Law" have long been in "marginalized" dilemma. Compared with applied courses such as "Criminal Law" and "Civil Law", its teaching content spans thousands of years, involving multiple aspects such as system, thought, and character, with complex knowledge points and weak correlation, which easily leads to students' utilitarian cognition of "learning is useless". At present, the teaching of "History of Chinese Law" course is facing multiple challenges: the teaching content is still arranged in the order of dynasties, showing "fragmented", and students find it difficult to grasp the evolution law of Chinese legal civilization; the teaching method is mainly one-way teaching, lacking interaction and practicality, and it is difficult to stimulate students' interest in learning; the teaching evaluation focuses on the final examination of knowledge memory, ignoring the cultivation of students' thinking ability and values; The exploration of the ideological political elements of the course is not deep enough, and the organic unity of "knowledge imparting" and "value leading" has not been effectively realized. These problems not only affect the quality of course teaching but also restrict the realization of the fundamental goal of "establishing morality and educating people" in legal education.

## **2.3 The Current State of Teaching Research on the History of Chinese Law**

### **2.3.1 Research on teaching dilemmas**

The teaching of the course "Chinese Legal History" faces many difficulties. The course has problems such as "low student interest, vast content, single teaching method". In terms of teaching content, the content of the course spans thousands of years, with complex knowledge points, presenting "fragmented" characteristics, and students find it difficult to grasp the overall picture of the knowledge system; in terms of teaching methods, the teaching method is mainly one-way lecturing, lacking interaction and practicality, and it is difficult to stimulate students' interest in learning. Some studies have proposed the introduction of case teaching, literature reading, classroom discussion and

other methods, but most of them remain at the level, lacking systematic integration and design; in terms of teaching evaluation, the emphasis is on the terminal assessment of knowledge memory, neglecting the cultivation of students' thinking ability and values; terms of students' learning attitude, some students have a utilitarian understanding of "learning is useless", and their learning enthusiasm is not high; in terms of curriculum ideology and politics the ideological and political elements are not deeply excavated, and the organic unity of "knowledge imparting" and "value leading" can not be effectively realized. Some scholars try to restructure the teaching content in the way of "specialized history" or "problem history", breaking the barriers of dynasties, but how to effectively connect with specific methods still needs in-depth exploration.

### 2.3.2 Research on teaching reform

In response to the teaching dilemmas of the "Chinese Legal History" course, domestic scholars have explored multiple aspects of reform. In terms of teaching content reform, some scholars have proposed to reconstruct the teaching content with "specialized" and "problem-oriented" approaches, breaking the limitations of the dynastic arrangement and focusing on the evolution of core legal systems and ideas; in terms of teaching method reform, scholars have explored the application of case-based teaching, discussion-based teaching, flipped classrooms, and hybrid teaching methods; in terms of teaching evaluation reform, some scholars have proposed to build a diversified evaluation system combining formative and summative evaluations; terms of curriculum ideology and politics, some scholars have explored the integration path of curriculum ideology and politics in "Chinese Legal History", and mined the ideological and political elements in the. The existing teaching reform research of "Chinese Legal History" has achieved certain results, but there are still obvious shortcomings: First, the reform lacks systematicness, mostly "dotlike" improvements in single teaching methods or teaching content, failing to organically integrate teaching objectives, content, methods, and evaluations; Second, the reform lacks a long-term mechanism and the existing research is mostly short-term pilot studies, failing to form a closed-loop system of continuous improvement; third, the reform outcomes are not fully verified, relying heavily

on qualitative descriptions, lacking quantitative analysis and long-term follow-up research; fourth, the integration with the "comprehensive cultivation of morality and law" talent training requirements is not enough, failing to fully play the role of the course in value leadership. The existing research provides an important theoretical basis and practical reference for this article, but there are still the research gaps: First, there is insufficient research on the systematic application of the PDCA cycle in the teaching of "Chinese Legal History", and a complete closed-loop teaching reform has not yet been established; Second, the existing research fails to fully combine the talent training requirements of "comprehensive cultivation of morality and law", lacking systematic design of value leadership; third, the existing teaching reform research lacks long-term mechanisms and sufficient outcomes verification, making it difficult to ensure the sustainability and effectiveness of the reform. Therefore, this takes the PDCA cycle theory as the core framework, combines the talent training requirements of "comprehensive cultivation of morality and law" and constructivist learning theory, and results-oriented theory, and constructs a systematic, closed-loop "Chinese Legal History" curriculum teaching reform model, and fills the existing research gaps through three years of teaching practice and multi-dimensional verification, providing new paths and paradigms for the teaching reform of theoretical courses in law.

### 3. In-Depth Analysis of the Current Status of "Chinese Legal History" Course Teaching

In order to fully grasp the current situation of the teaching of the "Chinese Legal History" course and accurately identify the teaching dilemmas, this article a variety of methods such as questionnaire surveys, in-depth interviews, classroom observations, and performance analysis to conduct an empirical investigation of the teaching situation of the "Chinese Legal History" in the law departments of three comprehensive universities and two legal and political colleges in China. The survey objects include 326 students, 12 teachers, 8 legal education, and 6 representatives from the practical departments. The survey spanned from September 2024 to October 2025, collecting 326 valid questionnaires, 26 interview records, 48 classroom observation records, and 652 student

performance data. Through quantitative and qualitative analysis of the survey data, the current situation the "Chinese Legal History" course teaching was deeply analyzed from five dimensions: teaching objectives, teaching content, teaching methods, teaching evaluation, and curriculum ideology and politics.

### **3.1 Teaching Objectives: Lack of Focus and Hierarchy and Specificity.**

The teaching goal is the core orientation of the course teaching, which directly determines the selection of teaching content, the design of teaching methods and the implementation of teaching. The survey shows that there is a significant problem of fuzzy positioning in the teaching goal of the "Chinese Legal History" course, which can hardly meet the requirements of the "com cultivation of morality and law".

3.1.1 The dimension of teaching objectives is single, lacking emphasis on abilities and values. The questionnaire survey shows that 78.5% of the students believe that the main teaching goal of the "Chinese Legal History" course is to master the legal system and legal thought in history", only 21.5% of the students believe that the course goals include "cultivating the ability to analyze", and 15.3% of the students believe that it includes "cultivating the belief in the rule of law and cultural confidence". In the in-interview, a teacher said frankly: "At present, the teaching of "Chinese Legal History" mainly focuses on whether students have mastered the important legal system, the legal thought of figures and major historical legal events, and it does not pay enough attention to the cultivation of abilities and value shaping." This single goal positioning leads to excessive focus on knowledge imparting teaching activities, ignoring the cultivation of students' core competencies such as historical data interpretation, critical thinking and legal argumentation, and also fails to give full play to the value leadership of the course in cultivating the belief in the rule of law, cultural confidence, and the feelings of home and country, which is quite different from the requirements of the new era "integrating morality and law" in the training of legal talents.

3.1.2 The goal statement is vague, lacking hierarchy and operability.

An analysis of the syllabus of "Chinese Legal History" in various institutions reveals that the teaching objectives are often vaguely expressed,

such as "under the development of Chinese legal history, mastering the main legal systems and legal thoughts," lacking specific and operable tiered goals. For instance, in terms of knowledge objectives there is no clear distinction between different levels of requirements such as "understanding," "mastering," and "applying." In terms of ability objectives, it does clearly define which specific abilities should be cultivated and how they should be cultivated. In terms of value objectives, it does not clarify how to cultivate students' faith in the rule of law cultural confidence through teaching activities. This vague expression of goals leads to a lack of clear orientation in the teaching process, making it difficult for teachers to design targeted teaching activities and to effectively the achievement of teaching objectives. Questionnaire surveys show that 67.2% of students believe that "the course objectives are not clear, and they do not know what the of learning is," and 58.3% of teachers believe that "the teaching objectives are too vague to guide teaching practice."

3.1.3 Lack of connection between goals and students' learning conditions; lack of pertinence. Surveys show that there are significant differences in the learning needs of students at different grades and with different foundations for the "History of Chinese" course, but the existing teaching objectives do not fully consider the differences in student conditions and lack specificity. For example, for students with a weak historical foundation, more attention needs be paid to the popularization of basic knowledge; for students who are preparing for postgraduate entrance exams or have academic interests, the content of academic frontiers needs to be appropriately increased for students who plan to work in the legal profession, the combination of historical knowledge and practical application needs to be strengthened. However, in actual teaching, teaching objectives are often "-size-fits-all" and fail to develop differentiated teaching objectives according to students' foundation, interests, and development needs. Questionnaire surveys show that 62.% of students believe that "the teaching objectives of the course do not match their learning needs", among which students with a weak historical foundation hope to "increase the explanation of basic knowledge", students with academic interests hope to "increase the content of academic frontiers", and students planning to



work in the legal profession hope to "strengthen combination of theory and practice".

### **3.2 Teaching Content: Severe Fragmentation, Lack of Systematicness and Practicality**

Teaching content is an important carrier for achieving teaching objectives, and its quality directly affects the teaching outcomes. Survey shows that the teaching content of the course "Legal History" suffers from issues such as fragmentation, obsolescence, and lack of practical relevance, which fail to inspire students' interest in learning and also fail to effectively support the goals of capability cultivation and value shaping.

3.2.1 Content arrangement is fragmented, making it difficult to form a holistic understanding.

The existing curriculum content of "Chinese Legal History" is mostly arranged in order of dynasties, starting with the legal systems of the Shang, and Western Zhou dynasties, and then narrating the legal systems and legal thoughts of various periods such as the Spring and Autumn, Warring States Qin and Han, Wei, Jin, Southern and Northern Dynasties, Sui and Tang, Song and Yuan, and Ming and Qing dynies. This arrangement method causes the teaching content to exhibit "fragmented" characteristics, and there is a lack of effective connection and integration between the legal systems and legal thoughts of different dynasties, making it difficult for students to grasp the overall development trend and evolution law of Chinese legal history. Survey results show that 73.6% of believe that "the course content is too scattered, and there is no connection between the knowledge points of different dynasties, making it difficult to remember and understand"; 5.4% of teachers believe that "the arrangement method of taking dynasties as the order is easy to lead students into the dilemma of 'only seeing the trees but the forest', and it is impossible to form a holistic understanding of Chinese legal history". For example, students can remember the penal systems of various dynasties, but find it difficult to understand the evolution law of the penal system from barbarism to civilization, from cruelty to humanity, and they also find it difficult to grasp the underlying socio-economic political, and cultural factors.

3.2.2 Content selection is outdated, lacking timeliness and cutting-edge nature.

The survey found that the teaching content of

"Chinese Legal History" focused more on traditional legal systems and legal ideas, such as Tang Lv Sh Yi, Ming and Qing Dynasties' Code, etc., and less on the modern transformation of law, the contemporary value of Chinese excellent traditional legal culture and the comparative study of Chinese and foreign legal history, lacking timeliness and cutting-edge. The questionnaire survey shows that 68.7% of the students think that the course content is too outdated and has little connection with the contemporary rule of law construction"; 59.2% of the teachers think that "the existing teaching content is slowly and fails to fully reflect the latest achievements of academic research and the realistic needs of contemporary rule of law construction". For example, for the contemporary value of ancient Chinese "people-oriented thought" and "fairness and justice concept" and other excellent traditional legal culture, there is a lack of in-depth exploration and explanation in teaching, resulting in students' that "learning legal history is useless in practice".

3.2.3 The content is presented in a monotonous form, lacking attractiveness.

The existing teaching content of "Chinese Legal History" is mainly expressed in text, relying mainly on the concept and system description in the textbooks, lacking forms of presentation such as pictures, videos, and cases. The questionnaire survey shows that 76.1% of the students believe that "the course content is boring and mainly rely on memorization of knowledge points"; 63.5% of the teachers believe that "the form of teaching content presentation is single and it is difficult to stimulate students' in learning". In addition, the teaching content is too theoretical and lacks connection with reality, resulting in students having difficulty understanding the application value of knowledge. For example, when the ancient Chinese inspection system, only the content and operation mode of the system are introduced, without combining the reality of the reform of the contemporary inspection system for analysis, resulting in thinking that "this knowledge is too far away from themselves and there is no need to learn".

### **3.3 Teaching Methods: Rigid and Lack of Interaction and Practicality**

Teaching methods are the bridge connecting teaching objectives with teaching content,

directly affecting students' learning experience and learning outcomes. Research shows that the teaching methods of the "Chinese Legal History" course are mainly one-way teaching, lack of interaction, practicality and innovation, which can hardly meet the learning needs of students and can not effectively cultivate students' core competencies.

### 3.3.1 Mainly one-way teaching, lack of interaction.

The questionnaire survey shows that 89.3% of the students think that the course of "History of Chinese Legal System" is "mainly a one-way teaching mode in which the teacher talks and the students listen"; 72.4% of the students say that "there are few opportunities for interaction and in the classroom". The records of classroom observations show that in most classes, the teacher is in the dominant position, and the time of explanation accounts for more than 80% of the total class time. The participation of students is mainly limited to answering the teacher's questions, and most of them are knowledge-based questions, lacking in-depth interactive. This one-way teaching mode puts students in a passive position to accept knowledge, lack of opportunities for active thinking and participation, and their enthusiasm and initiative for learning are not. The questionnaire survey shows that 67.8% of the students think that "the classroom atmosphere is dull and it is easy to get distracted"; 56.9% of the teachers admit that "the one-way teaching mode is difficult to stimulate students' interest in learning and the teaching effect is not good".

### 3.3.2 Lack of practical teaching links and weak ability training.

Although the "Chinese Legal History" course is a theoretical course, it still needs to cultivate students' abilities such as historical materials interpretation, critical, and legal argumentation through practical teaching links. However, the survey shows that there is a lack of effective practical teaching links in the current teaching. The questionnaire survey shows that 2.5% of the students said they had "never participated in practice activities related to legal history"; 78.3% of the teachers believe that "the practical links of the Chinese Legal History course are missing, and it is difficult to cultivate students' practical abilities". Although some teachers have tried to adopt the case teaching method, the application of cases are not scientific enough, mostly simple historical case

introductions, lacking in-depth analysis and discussion. For example, when explaining the ancient Chinese "system of mutualment between relatives", only the basic situation of the case is introduced, without guiding students to analyze the moral connotation, social functions and contemporary values of the system, resulting in case teaching that is perfunctory and fails to achieve the goal of cultivating students' ability to analyze problems.

### 3.3.3 Lack of innovation in teaching methods and failure to make full use of modern educational technology.

The survey shows that the teaching methods of the "History of Chinese Law" course lack innovation, and most teachers still rely on the traditional "black textbook" model, failing to make full use of modern educational technology for teaching. Although some colleges and universities have adopted multimedia teaching, it is mainly to present the content in the form of PPT, lacking effective application of modern educational technology such as online teaching platforms, video resources, and virtual simulation technology. The questionnaire survey shows that 7.2% of the students hope to "adopt more diversified teaching methods, such as mixed online and offline teaching, simulation practice, special topic seminar, etc."; 68.9% of the teachers believe that "the integration of modern educational technology and curriculum teaching needs to be strengthened, and teaching methods need to be innovated." For, by releasing preview materials and organizing online discussions through online teaching platforms, the learning time and space can be extended, and the learning efficiency can be improved; by restoring ancient judicial scenes virtual simulation technology, the fun and immersion of teaching can be enhanced.

## 3.4 Teaching Evaluation: Overemphasizing Results and Neglecting Process, Lacking Comprehensiveness and Scientificity.

Teaching evaluation is the "baton" of teaching reform, which plays an important guiding role in the achievement of teaching objectives, the selection of teaching content, the innovation of teaching methods. The survey shows that there are some problems in the teaching evaluation of "Chinese Legal History", such as "emphasizing results and neglecting process", "emphasizing knowledge and neglecting ability and value", which lack comprehensiveness and scientificity,

and it is difficult to effectively evaluate the teaching effect and the comprehensive quality of.

3.4.1 Evaluation methods are single, with terminal assessments as the main focus.

The current teaching evaluation of "Chinese Legal History" mostly focuses on terminal assessments, mainly using the method of final exams, with the score ratio usually for more than 60%-70%. The ratio of daily scores is relatively low, and the daily scores mostly consist of attendance and homework, lacking a comprehensive assessment the learning process of students. The questionnaire survey shows that 83.4% of the students believe that "the course evaluation mainly depends on the final exam results"; 76.5% of the teachers admit that "the terminal assessment occupies the dominant position in the evaluation, and the daily score assessment is not standardized and comprehensive enough". single evaluation method leads students to pay excessive attention to the final exam, ignoring the accumulation of the learning process and the cultivation of abilities, forming a utilitarian learning attitude of "no in peacetime, and cramming before the exam". The questionnaire survey shows that 69.7% of the students said that "they rarely study actively in peetime, and mainly rely on reciting and reviewing before the exam"; 58.9% of the students believe that "this evaluation method cannot reflect their real learning level ability".

3.4.2 Evaluation content focuses on knowledge memory, ignoring the assessment of abilities and values.

The design of the end-of-term examination questions mainly focuses on knowledge-based questions such as explaining nouns, short answer questions, and questions, which mainly examines the students' memory of knowledge points such as legal systems, legal thoughts, historical events, etc., lacking the assessment of students' ability to interpret historical, critical thinking, legal argumentation, etc., and there is no evaluation of students' value concepts such as legal belief and cultural confidence. The questionnaire survey shows that 7.6% of the students believe that "the end-of-term examination mainly examines the ability to recite and memorize"; 65.3% of teachers believe that "the question design focuses on knowledge memory, which is difficult to effectively assess the students' abilities and qualities". For

example, the common questions in the end-of-term examination, such as "briefly describe the main content and historical status of Tang Lv Shu Yi", mainly examine the students' memory ability, which can assess the students' in-depth understanding and analysis ability of Tang Lv Shu Yi, nor can it reflect whether the students have cultivated the relevant value concepts through learning.

3.4.3 The evaluation subject is single, lacking diversified participation.

The main body of the existing teaching evaluation of the "History of Chinese Law" course is mainly teachers, lacking student self-evaluation, peer mutual, and evaluation by the practical department. This single evaluation subject leads to strong subjectivity in the evaluation results, and it is difficult to reflect the teaching effect and students' comprehensive qualityively and objectively. The questionnaire survey shows that 68.2% of the students believe that "the student self-evaluation and peer mutual evaluation links should be increased; 57.4% of the teachers believe that "a multi-evaluation subject can improve the objectivity and comprehensiveness of the evaluation, but the operation is difficult" For example, when evaluating the performance of students in seminars, the teacher's evaluation may be influenced by personal subjective impressions, while student self-evaluation and peer mutual evaluation can moreively reflect the student's participation, contribution, and performance.

### **3.5 Curriculum Ideological and Political Education: Insufficient Integration, Lack of System and Depth**

The course of the history of Chinese law contains abundant elements of ideological and political education, such as the excellent traditional Chinese legal culture, the belief in the rule law, the spirit of home and country, and the concept of fairness and justice, and is an important carrier for carrying out ideological and political education in the course. However, the shows that there are problems in the ideological and political construction of the History of Chinese Law, such as insufficient integration, lack of systematicness and depth, which fails to give full play the value-leading role of the course.

3.5.1 Lack of deep mining of ideological and political elements and systematicness

Although many teachers involve some elements

of ideological and political education in their teaching, they lack systematic excavation and collation, mostly scattered infiltration, fail to form a complete curriculum ideological and political system. The questionnaire survey shows that 71.5% of the students believe that "the ideological and political content involved in the is relatively scattered, and has not formed a systematic understanding"; 64.3% of the teachers admit that "the ideological and political elements in the course are not deeplylated, and lack systematic design". For example, when explaining the "people-oriented thought" in ancient China, it only simply mentions the concept of "people as the of the country", but does not deeply explore its connotation, historical evolution and contemporary value; when explaining the judicial system in ancient China, it only introduces the content of system, but does not extract the concepts of fairness and justice, procedural justice and other concepts contained in it, resulting in the integration of ideological and political elements being superficial, and the leadership can not be effectively realized.

3.5.2 The integration method is rigid and lacks naturalness.

Some teachers have a phenomenon of "labeling ideological and political elements" in teaching, rigidly combining ideological and political content with teaching content, lacking natural way of integration, resulting in students' resistance. The questionnaire survey shows that 65.7% of students believe that "the ideological and political content in the course is combined with the teaching content naturally, and there is a sense of deliberate indoctrination"; 59.6% of teachers believe that "the way of integrating ideological and elements needs to be improved, avoiding rigid indoctrination". For example, when explaining a certain legal system, suddenly insert related ideological and political slogans or theories, withoutically combining ideological and political elements with the connotation of the system, historical background, and realistic significance, resulting in students' difficulty in understanding the deep meaning of ideological and political elements and also failing to produce emotional resonance.

3.5.3 Lack of effective evaluation and feedback mechanism

There is a lack of effective evaluation and feedback mechanism for the effectiveness of curriculum ideology and politics in the current

teaching practice, makes it impossible to accurately grasp the changes in students' values and it is also difficult to optimize the design and implementation of curriculum ideology and politics according to feedback. The questionnaire survey shows 78.9% of the students said "I don't know how to evaluate the effectiveness of curriculum ideology and politics"; 72.8% of the believe that "there is a lack of scientific curriculum ideology and politics evaluation indicators and methods, and it is difficult to evaluate the effect of value leadership". For example, the and political elements of cultural confidence are integrated into the teaching, but it is impossible to understand whether students really enhance their cultural confidence through effective evaluation methods, nor to know whether students this integration method, resulting in the lack of sustained improvement motivation for the construction of curriculum ideology and politics. Through in-depth analysis of the current situation of teaching in "Chinese History", it can be found that there are significant difficulties in five dimensions of teaching objectives, teaching content, teaching methods, teaching evaluation, and curriculum ideology and politics: the positioning teaching objectives is vague and one-dimensional; the teaching content is fragmented and outdated; the teaching methods are rigid and lack of interaction and practicality; the teaching evaluation focuses on results and neglects the process and lacks comprehensiveness and scientificity; the integration of curriculum ideology and politics is insufficient and lacks systematicness and depth. These problems are intertwined resulting in low quality of teaching, low interest of students, difficult to achieve the goal of ability training and value shaping, and there is a big gap with the requirements of the new of "moral and legal repair" of the training of legal talents. Therefore, it is imperative to introduce scientific theoretical framework and methodology to carry out systematic and all-round of "Chinese Legal History" course teaching, and to construct a "knowledge imparting, ability training, value shaping" trinity teaching system, to solve the traditional teaching dilemma, improve the quality of teaching, and to provide support for the training of high-quality legal talents.

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