

Research on the Reform of Commercial Law Curriculum

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ABSTRACT

With the national legal professional qualification examination increasingly emphasizing the practical application of theoretical knowledge, the gap between theory and practice in current commercial law teaching models has become more pronounced. Traditional teaching methods struggle to foster students' practical application skills and critical thinking, highlighting the urgent need for curriculum reform. Reforming the commercial law curriculum is an essential step in addressing the challenges of legal education, advancing the depth of quality education, and enhancing students' professional competitiveness. It is of great significance for cultivating high-level applied talents in commercial law that meet the needs of society. Therefore, through the reform of curriculum design, teaching methods, and assessment approaches, and by integrating modern diversified teaching methods, the objective is to enhance students' legal practice skills, moral judgment, and cross-disciplinary collaboration abilities.

KEYWORDS

Commercial Law; Curriculum Reform; National Legal Professional Qualification Examination

1 Necessity of Commercial Law Curriculum Reform

With the reform of the national legal examination increasingly emphasizing the practical application of theoretical knowledge, the disconnect between theory and practice in the current commercial law teaching model has become more pronounced. Traditional teaching models, characterized by unilateral lectures and rote memorization, fail to effectively develop students' practical application skills and critical thinking, highlighting the urgency of reforming the commercial law curriculum. The objective of this reform is to integrate modern information technology and distance education resources to enhance the interactivity and participation in teaching, comprehensively developing students' legal practice skills, moral judgment, and cross-disciplinary collaboration abilities. This approach aligns closely with the commercial law industry's dual expectations of high professional skills and high ethical standards.

2 Existing Issues in Teaching Commercial Law Curriculum

2.1 Issues in Commercial Law Curriculum Design

In the existing commercial law curriculum system, there is a certain degree of overlap between different courses, such as between basic theory courses like Introduction to Commercial Law, Principles of Contract Law, and Introduction to Company Law, all of which explain fundamental

principles. Additionally, there is overlap between different chapters of the same course, repeatedly covering basic principles or statutory content. This repetitive output of the same knowledge points can waste teaching resources and bore students. Furthermore, the current commercial law curriculum design and content selection do not fully integrate the specific content and requirements of the legal examination. Specifically, there is insufficient in-depth explanation and implementation of complex and error-prone statutory interpretations, inadequate explanation of key and commonly mistaken points from past legal examinations.

2.2 Issues in Commercial Law Teaching Methods

Currently, most commercial law courses still employ traditional knowledge-based teaching methods, with the teacher's lecture portion far exceeding the students' practice portion. This leads to a teaching process where the teacher is in a dominant position, and students are in a relatively passive position. In recent years, the focus of the legal examination has shifted from simple knowledge memorization to assessing students' ability to use knowledge to solve practical legal problems. This means that traditional knowledge-based teaching methods have led to a disconnect between current commercial law courses and the actual requirements of the legal examination. Additionally, many cases used in teaching are basic and idealized, with the current commercial law curriculum rarely covering the analysis of typical legal examination questions, preventing students from directly understanding the distribution and focus of knowledge points in the examination. Lastly, in the current commercial law curriculum, the necessary in-depth analysis of contentious and difficult cases, often stopping at superficial explanations.

2.3 Issues in Assessment Methods

An analysis of past final exam papers reveals that the main assessment method for commercial law courses is often closed-book written exams, predominantly featuring memory-based multiple-choice and fill-in-the-blank questions, while the proportion of open-ended and analytical questions is low. This assessment method, which focuses on theoretical knowledge memorization, fails to fully reflect students' ability to apply legal knowledge to analyze legal issues in practice. It also lacks corresponding question types to test students' legal thinking, logical analysis, and comprehensive problem-solving abilities, making it difficult for students to meet the demands of the legal profession. Additionally, the assessment methods of commercial law courses do not fully consider the cultivation of legal ethics and social responsibility. The legal profession requires not only technical legal knowledge but also legal ethics and a sense of social responsibility. Traditional assessment methods rarely involve the evaluation of ethical and social responsibility content, making it difficult for students to appreciate the importance of this aspect of their education.

3 Strategies and Recommendations for Reforming the Commercial Law Curriculum

3.1 Reforming the Commercial Law Curriculum Design

The reform of commercial law curriculum design aims to better meet student needs, improve the quality of legal education, and cultivate practical legal professionals. Therefore, to ensure that the commercial law curriculum design is scientific, rational, and logical, efforts can be made from several aspects: First, the commercial law curriculum design should be scientific and logical to ensure that students can systematically grasp knowledge in the field of commercial law during their studies. When setting course content, ensure a scientific progression of knowledge points, maintaining a

mainline while focusing on key points, ultimately forming a complete framework of commercial law knowledge. Additionally, there should be a balance between general and specific courses in commercial law to ensure that students possess broad knowledge of commercial law and can conduct in-depth research in specific areas. The general commercial law course should serve as the cornerstone of the curriculum, allowing students to master basic theories and legal frameworks. This course can include basic principles of commercial law, commercial entities, and commercial transactions, providing a comprehensive foundation. Specific courses should cover various branches of commercial law, such as company law, tailored to meet students' interests and career development needs. Finally, optimizing and improving the system of specific commercial law courses and strengthening practical courses are essential for developing students' practical skills. These courses can include mock court debates and case analyses in company law, allowing students to practice actual legal skills in a simulated environment and gain practical experience.

3.2 Reforming Teaching Methods in Commercial Law

To ensure more effective and realistic teaching methods, teachers should shift from traditional approaches. First, replace dispersed lectures with concentrated thematic lectures. Teachers should design and optimize each lesson, focusing on one or related themes to help students understand and master the content deeply. Second, replace comprehensive but shallow teaching with focused and refined teaching. This means selectively focusing on key and difficult content while reducing the explanation of repetitive or extended content (which can be covered through flipped classrooms), allowing students more time and energy to understand core points deeply. This focused partial teaching can enhance the precision and depth of knowledge transmission and truly improve teaching quality. Third, replace indoctrination teaching with heuristic teaching. Teachers can pose relevant thought-provoking questions during lectures and organize student discussions, guiding students to gain a more active understanding of knowledge and avoiding passive memorization. This heuristic teaching can greatly stimulate students' interest and initiative in learning, achieving interaction between teaching and learning. Fourth, adopt an integrated teaching method. Specifically, this involves a detailed explanation of a legal theory point by the teacher, followed by case analysis to verify the theory, allowing students to experience the application of theoretical knowledge through cases. Then, explain relevant statutory provisions to help students understand the meaning of the statutes and the theoretical basis of the knowledge points. This spiral approach to knowledge explanation can form a unified body of abstract legal theories, practical cases, and formal statutes, significantly improving teaching quality. Finally, at the end of the course, use mock court teaching. Mock court teaching is one of the most effective practical teaching methods in commercial law courses, greatly enhancing students' practical skills in commercial law. Teachers can design a simulated commercial dispute case based on the designated teaching content and organize students to role-play. This teaching method allows students to experience the entire process of court proceedings, evidence presentation, and legal debate in a simulated environment, enhancing their practical experience. It also encourages students to use legal knowledge to solve problems, developing their critical thinking and analytical skills.

3.3 Reforming Assessment Methods in Commercial Law

To address the issues in assessment methods, a series of recognized strategies and suggestions should be implemented to ensure assessments are scientific, comprehensive, and practical. First, introducing diverse assessment methods is crucial. Diverse methods include open-book exams, case analyses, mock court debates, group projects, and legal document writing. Open-book exams can

better demonstrate students' understanding and application of commercial law knowledge, while case analyses and mock court debates exercise students' practical and oral skills. Additionally, group projects and legal document writing help develop students' teamwork and written communication skills, thereby better meeting the demands of the legal profession. Second, assessment content should focus more on actual cases and problems. Therefore, increasing the proportion of case analyses, mock court debates, and practical case projects is essential. Such questions should closely reflect practical legal work, requiring students to apply their acquired knowledge to resolve specific commercial legal disputes. Third, attention should be given to assessing students' legal ethics and social responsibility awareness. This can be achieved through ethical assessments, social responsibility projects, and discussions on legal professional ethics. Assessment content can involve students in community service activities to enhance their sense of social responsibility. Finally, continuous assessment and improvement are key to reforming assessment methods. Schools and teachers should establish continuous assessment and improvement mechanisms, regularly evaluating the effectiveness of assessment methods and seeking feedback from students and legal practitioners.

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