



# Reflections on the Teaching Mode of Simulated Courts in Universities

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**Abstract:** As an important teaching method to help students apply knowledge to practical activities, mock courts can not only enable students to quickly improve their practical skills, but also help them to effectively increase their learning effectiveness during the process of internalizing knowledge. This article starts with the dilemma faced by the legal classroom teaching model of colleges and universities, and finds specific solutions in combination with the actual teaching. I hope that teachers can promote the high-quality development of classroom teaching activities in the process of continuous reflection.

**Keywords:** Legal teaching; teaching reflection; higher education; moot court

The rapid development of the reform of the higher education system has made teachers gradually realize the importance of training students' practical ability and professional skills, and constantly look for more new teaching models in the changes of the times, hoping to establish a high level that promotes the comprehensive development of students Quality classroom. Moot court refers to a teaching method in which a teacher asks students to discuss a simulated teaching method by assuming a case while conducting teaching activities, which enables students to ensure rapid improvement of learning efficiency in the process of enhancing debate skills and expanding their thinking ability. Therefore, in order to ensure the orderly development of the law classroom, teachers need to reflect on the effectiveness of the introduction of teaching activities in the mock court, so that students can ensure the double rise of professional skills and practical ability in a more democratic and harmonious learning environment.

## 1. The Difficulties Faced by Law Classes of Colleges and Universities in Using Simulated Courts

### 1.1 Imperfect course design

Many legal teachers in colleges and universities do not clearly define the teaching objectives when designing the course content, so the course content is very simple. Some teachers emphasize that the teaching activities are carried out in the form of "trial observation", and there is no mock court. The introduction of models; some teachers attach importance to the teaching of civil procedures, ignoring the practical significance of the teaching of criminal procedures; and some teachers do not introduce international cases into teaching activities while conducting mock courts, making it difficult for students to pass a single mock trial activity Get comprehensive development. In addition, the moot court should exist as a complete teaching process, and requires students to have solid professional knowledge experience and practical skills, and through in-depth analysis of legal cases, through the extension of speculative awareness to ensure the smooth development of moot court activities, And continue to accumulate experience under the guidance of teachers. However, the reality is that due to the incomplete design of the teacher's course content, many students go to court passively when the basic knowledge is relatively lacking. Not only is it difficult to achieve good practical results, but also makes it difficult for the mock court teaching mode to play a practical role. Affect the high-

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quality development of teaching activities.

### **1.2 The traces of the performance in the court are highlighted**

As a teaching model for training students' debating skills and adaptability, mock courts can positively improve students' professional qualities and comprehensive abilities. However, many teachers pay too much attention to formalism in order to enhance students' self-confidence during the teaching of mock courts, and even think that as long as the students complete the court performance without fail, it will be considered a successful completion of classroom teaching activities. Under this erroneous concept, it is difficult for students to feel the responsibility of their legal person in the process of participating in the moot court, and even position themselves as actors, as long as they recite the lines, they can become qualified lawyers. In this kind of mock court where the performance traces are prominent, not only can the students' ability to debate and respond to the court be effectively improved, but also it is difficult to establish professional ethics, which is harmful to the future development of students.

## **2. Concrete reflection on the use of mock courtroom teaching model in the law classroom of colleges and universities**

### **2.1 Integrate the curriculum with practice**

The ideological consciousness of college students has been developed and perfected. Therefore, in order to better cultivate legal talents that meet the needs of social development, the school should set the curriculum content in accordance with the actual situation, so that students can obtain more comprehensive development through more realistic mock courts. Therefore, teachers need to clearly define the ultimate goal of the mock court model, in order to effectively improve students' comprehensive literacy and practical ability. Therefore, it is necessary to design brain training content that trains students' innovative thinking and legal thinking; design eloquence training content that trains students' adaptability and language communication ability; design hands-on training content that trains students' negotiation ability and making documents; Training content. By combining various training contents with the mock court teaching mode, not only can students get a more comprehensive development, but also can provide a broader platform for the improvement of their practical skills and professional abilities.

### **2.2 Guarantee the authenticity of the mock court**

In order for students to get full exercise in the moot court, teachers need to break the old teaching concept, realizing that frustration is also a radical disguise for students. When conducting teaching activities, they do not disclose too much information about the case, but Encourage students to be able to independently complete mock courtroom classes and find their own deficiencies in their own thinking skills and speculative consciousness. In this way, the court model that enables students to give full play to their subjective status not only gets rid of the obvious signs of performance, but also enables students to learn the court trial process more actively. Therefore, in a more realistic mock court, not only can students ensure the improvement of training quality in the participation of practical activities, but also promote the vigorous development of legal education in my country on the basis of training their own adaptability and professional skills.

## **3. Conclusion**

The continuous implementation of education reforms has led many law teachers in colleges and universities to introduce moot courts in teaching activities, hoping to create a more realistic training environment for students and guide them to internalize their knowledge continuously In the process, effectively train students' knowledge application ability and speculation ability. Therefore, teachers should adjust and reflect on the teaching mode in a targeted manner according to the actual teaching situation, in order to enable students to mobilize their enthusiasm to participate in simulated classroom knowledge learning in the process of constructing high-efficiency legal classroom teaching activities, so as to promote the rapid rise of teaching quality The ultimate goal.

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