

Research on the Construction of Online and Offline Mixed Gold Courses for Law Majors based on the Excellent Rule of Law Talents Education and Training Plan 2.0

Dejun Zhou *

School of Law, Jiangsu University, Zhenjiang Jiangsu, 212013, China

* Corresponding author Email: foreverzdj@ujs.edu.cn

Abstract: Under the background of the new era, the Ministry of Education puts forward the requirement of eliminating "water course" and creating "golden course", which provides a new idea for the current curriculum reform. Since the implementation of the education and training plan for outstanding legal talents 2.0, it has been widely recognized and responded. In order to actively carry out the curriculum reform in colleges and universities and improve the teaching quality, law courses in various colleges and universities have also begun to actively explore the construction of online and offline mixed "golden courses". In the process of exploration and construction, there are still some common problems and challenges such as imperfect curriculum design, insufficient teachers' information literacy, and uncoordinated online and offline resources, which leads to the construction of online and offline mixed "golden courses". Based on this, measures such as optimizing curriculum design, strengthening the construction of teachers and promoting the construction of teaching facilities will help the integration of law curriculum reform and "golden course" construction.

Keywords: Excellent Rule of Law Talents; Talent Education; Online and Offline Mixed Gold Class; Problem Research.

1. Introduction

1.1. The Background and Significance of the Education and Training Plan 2.0 for Excellent Rule of Law Talents

At present, in the new era of comprehensively administering the country according to law, in the process of law implementation, we must emphasize the profound understanding and comprehensive grasp of practical trends, build a high-quality rule of law work team, and provide sufficient support for comprehensively administering the country according to law[1]. With the rapid development of China's economy, the importance of rule of law construction is increasingly prominent, and the demand for high-level rule of law talents is also increasing. The traditional legal education model has been difficult to meet the specific requirements of modern legal practice, so it is necessary to innovate and upgrade the education and training mechanism of legal talents accordingly. In this context, the education and training plan 2.0 for outstanding legal talents came into being.

The implementation of the training plan 2.0 for outstanding legal talents is of great significance to the development of legal education and the training of legal talents. First of all, it can meet the needs of the country and society for high-quality rule of law talents. The plan aims to cultivate more outstanding legal professionals with international vision, innovative thinking and practical spirit, so as to meet the urgent needs of society for high-level legal talents and help improve the overall quality and level of legal education. Secondly, the plan can play a positive role in promoting the innovation and reform of law education. The training plan 2.0 for outstanding legal talents clearly emphasizes the innovation and outstanding development of legal education,

and continuously improves the overall level and quality of legal education by optimizing the structure of legal specialty and strengthening legal practice teaching. It can lead legal education to move forward in a direction that is more in line with the needs of modern rule of law practice, and realize the all-round promotion of legal education. Finally, the plan is of positive significance for promoting the international exchange and cooperation of legal education, clearly advocating the integration with the international community and devoting itself to promoting the international exchange and cooperation of legal education. The introduction of international advanced legal education concepts and resources will help to enhance the international influence and competitiveness of China's legal education, so as to better participate in and promote the process of international rule of law construction and make positive contributions to the improvement of the global rule of law system.

1.2. The Rise and Application of Online and Offline Mixed Teaching

Due to the rapid development and wide application of information technology, online learning resources are increasingly rich, and learning methods and means have become more diversified, which has prompted the rise of this teaching model. The application of this teaching mode not only helps to break through the time and space limitation of traditional classroom teaching, but also can give full play to the advantages of online learning and improve students' learning effect and information processing ability. Through the online learning platform, teachers can make personalized teaching plans according to students' learning characteristics and needs, and guide students to actively participate in learning and think deeply. Students can choose their own learning content and methods according to their own time,

and realize a highly personalized learning experience. Secondly, law, as a discipline that pays attention to the cultivation of practical ability, requires students to have corresponding practical skills. Online learning platform can provide rich practical teaching cases and simulation experiments for teachers, so that students can carry out practical operations in virtual environment, thus improving the effect and quality of practical teaching. The advantage of this teaching method is that it not only meets the needs of students' personalized learning, but also injects more innovative elements into law education. By making full use of online learning resources, teachers can flexibly use various teaching methods, expand teaching content and improve the flexibility and practicability of law education. In addition, it can also promote the interaction and communication between teachers and students. In the online learning platform, teachers and students can interact and communicate through online discussion and answering questions, so as to enhance the contact and interaction between teachers and students. The online and offline mixed teaching mode gives full play to the advantages of online teaching and traditional classroom face-to-face teaching, breaks through the limitations in traditional classrooms, and effectively improves the teaching effect[2]. It has important application value in law education.

1.3. The Concept of "Golden Course" and Its Significance

In June 2018, the term "golden course" was put forward at the undergraduate education work conference in colleges and universities. In August of the same year, the Ministry of Education issued the Notice on Paying Close Attention to the Implementation of the Spirit of the National Undergraduate Education Work Conference in Colleges and Universities in the New Era, emphasizing "reasonably improving academic challenges, increasing course difficulty, expanding course depth and effectively improving course teaching quality"[3]. "Golden course" refers to those excellent courses with high level, innovation and challenge in the process of education and teaching. Usually, it has the following characteristics: the teaching goal is clear, the content is substantial, the structure is reasonable, the teaching methods adopted are novel and diverse, the evaluation method is scientific and objective, and the teaching effect is more remarkable. According to the relevant documents of the Ministry of Education, the curriculum reform mode under the standard of "Golden Course" mainly includes five aspects: offline gold course, online gold course, online and offline mixed gold course, virtual simulation gold course and social practice gold course[4]. The online and offline hybrid gold course combines the advantages of offline and online, and students can choose to participate in the course on campus or remotely. By integrating online and offline resources, this model realizes a more personalized learning experience and adapts to the diverse learning needs of students.

In the field of legal education, the construction of "golden course" is of great significance for improving teaching quality and cultivating high-level talents under the rule of law. First of all, the construction of "golden course" is helpful to improve the overall quality of law education. Because this course is usually built by excellent teachers, it pays attention to the renewal of teaching content and the innovation of teaching methods, and can provide higher quality education services. Through the construction of "golden course", it is helpful to promote the overall development of legal education,

improve the education level and cultivate talents under the rule of law who meet the requirements of the times. Secondly, the construction of "golden course" is helpful to cultivate students' innovative ability and practical ability. The "gold course" is usually high-order and challenging, which requires not only students to master basic knowledge, but also further thinking and innovative practice. Through the study of "Golden Course", students' innovative thinking and practical ability can be cultivated, and their comprehensive quality and social adaptability can be improved. Finally, the construction of "golden course" is helpful to enhance the international influence of law education. The construction of law courses needs to be in line with international standards, introduce international advanced legal education concepts and resources, and strengthen international exchanges and cooperation. Through the construction and popularization of "Golden Course", the international influence and competitiveness of China's legal education can be enhanced, and the internationalization process of China's rule of law construction can be promoted.

2. Present Situation and Problems of Online and Offline Hybrid "Gold Course" Construction

2.1. Present Situation and Development Trend of Online and Offline Mixed Teaching

With the continuous development and wide application of information technology, more and more colleges and universities in China have begun to try mixed teaching mode, aiming at providing more flexible and rich teaching methods and resources to improve teaching quality and effect. Especially in the face of special situations such as epidemic prevention and control, the unique advantages and values of this teaching model are revealed. With the continuous innovation and development of technical means, it provides more stable and efficient technical support for blended teaching, and the continuous improvement of online teaching platform makes online teaching more convenient. At the same time, with the popularity of mobile Internet, online teaching is no longer limited to traditional computer terminals, but widely used in mobile devices such as mobile phones and tablets, which makes online teaching more flexible and convenient and further promotes the development of blended teaching. Looking forward to the future, blended teaching will usher in the deepening and expansion of application. On the one hand, more disciplines and majors will actively explore and introduce mixed teaching mode to improve teaching effect and quality. On the other hand, blended teaching will be further extended to vocational training, adult education and other fields to meet learners of different levels and needs. In a broad sense, the blended teaching mode not only refers to the simple mixing of two or more teaching forms, but also covers the deep interaction and integration of various teaching strategies and forms. This includes, but is not limited to, diversified teaching methods such as traditional lecture teaching, discussion teaching, research-based learning, case-based inquiry, online learning and flipping classrooms[5]. In this broad category, blended teaching pursues different forms of teaching strategies to promote a more comprehensive and in-depth learning experience. Online teaching and offline teaching have their own advantages and disadvantages. How to give full play to their advantages and improve teaching

quality is of great significance for saving school resources and achieving educational goals.

In this broad category, blended teaching pursues different forms of teaching strategies to promote a more comprehensive and in-depth learning experience. Online teaching and offline teaching have their own advantages and disadvantages. How to give full play to their advantages and improve teaching quality is of great significance for saving school resources and achieving educational goals[6]. In the future, blended teaching will pay more attention to personalization and intelligence. With the development of big data, artificial intelligence and other technologies, blended teaching will more accurately understand the needs and characteristics of learners and provide them with more personalized learning programs and guidance. At the same time, with the help of intelligent technology, blended teaching will be more efficient and convenient, and further improve the teaching quality and effect. Pennsylvania State University believes that blended teaching is an inevitable trend in the field of modern higher education[7]. Blended teaching has become an important trend and development direction of current education reform.

2.2. Problems and Challenges in the Construction of Mixed "Golden Course" for Law Majors

At present, in order to actively respond to the curriculum reform in colleges and universities and improve the teaching quality, law courses in various colleges and universities have also begun to actively explore the construction of online and offline mixed "golden courses". In the process of exploration and construction, they still face some common problems and challenges. First of all, the curriculum design is not perfect. In the construction of online and offline mixed "golden courses" for law majors, the curriculum design is one of the key links. However, at present, some curriculum designs are not perfect, the teaching content is not fully arranged, and the teaching link planning is unreasonable, which affects the final teaching effect. Secondly, the problem of insufficient online teaching resources. After more than ten years of construction, the online course resources of law are more and more abundant, covering almost all the core courses of legal departments[8]. However, due to the particularity of law major, online teaching resources are still difficult to meet the needs of mixed teaching. In the field of mixed classroom teaching, with the gradual reform of judicial operation, those forward-looking, reconstructive and rich judicial reform practices have shown their advanced characteristics. The current classroom theory teaching lacks sufficient breadth and depth[9]. Thirdly, the connection between online and offline courses is not close enough, and mixed teaching requires organic connection between online and offline teaching. However, in the mixed teaching process of some law majors, the connection between online and offline is not harmonious, and there are some problems such as repeated or disjointed contents and inconsistent progress.

Blended teaching requires teachers to have certain information literacy and be proficient in using online teaching platforms and digital teaching resources. For teachers, on the one hand, it is necessary to master the operation methods of functional modules of online education guidance system in an all-round way, which is not only to achieve good course teaching effect, but also to convey the methods of students' independent operation to students accurately and effectively

in practical education guidance[10]. However, at present, some teachers majoring in law have low information literacy, lack of relevant training and skills upgrading, and cannot effectively carry out mixed teaching. Under the online learning mode, students' autonomy is dominant, the external driving force is weakened, and there are more factors that depend on students' own internal driving force[11]. Online and offline mixed teaching requires students to have a high degree of autonomous learning ability and learning motivation. However, some students lack motivation in online learning and lack enthusiasm and initiative for learning, which leads to unsatisfactory online learning results.

2.3. Successful Cases and Experiences of Mixed "Golden Course" Construction for Law Majors

In some successful cases of "Golden Course" construction, the teachers' team made innovations in curriculum design, organically integrated online and offline teaching contents, and formed an integrated curriculum system. For example, some courses combine online theoretical study with offline case analysis. Students learn theoretical knowledge online, and practice offline through case discussion, mock trial and other forms to realize the organic combination of theory and practice. Integration of quality teaching resources. In integrating teaching resources, some universities cooperate with legal practice departments to introduce real cases and legal practice experience. While enriching online teaching resources, the online platform is used to realize the sharing and interaction of teaching resources, thus further improving the teaching effect. In terms of interactive teaching, the teachers of Southwest University of Political Science and Law use the online platform to realize the coordination of online and offline interactive teaching. The online platform provides rich interactive functions, such as online discussion and real-time question and answer, so that teachers can keep abreast of students' learning situation and adjust teaching strategies in time. At the same time, students' enthusiasm and initiative are stimulated through group discussion in offline teaching[12]. In terms of teacher training and team building, some colleges and universities attach great importance to teacher training and team building, and regularly organize teachers to participate in online and offline mixed teaching training, seminars and other activities to share teaching experience and teaching methods, so as to promote professional exchanges and cooperation among teachers. This professional training and communication mechanism has a positive role in promoting teachers' information technology literacy and blended teaching ability. In strengthening practical teaching, some colleges and universities actively build practical teaching bases such as mock trial and Legal Aid Center to provide students with real and complicated practical environment and scenes. At the same time, through the online platform, virtual simulation experiments, online mock trial and other activities can be carried out to expand the means and forms of practical teaching. This innovative teaching method not only enables students to better cope with the challenges of the real world in simulation practice, but also provides teachers with a wider range of teaching resources and methods. This practical teaching strategy aims to cultivate students' practical operation ability and make them better adapt to the needs of future career development.

3. Strategies and Measures for the Construction of Mixed "Golden Course" for Law Majors

3.1. Optimizing Curriculum Design and Improving Teaching Quality

With the continuous diversification and complexity of social economy, the demand for talents in the legal field is increasingly showing multi-level and diversified characteristics. This phenomenon has become a challenge that can not be ignored in the process of cultivating high-quality rule of law talents with both morality and law [13]. First of all, we must clearly set the teaching objectives of the course, including but not limited to knowledge objectives, skills objectives and quality objectives, which are the basis of the whole teaching design. In the orientation of legal education in the new era, the primary consideration is the mission entrusted by the new era, that is, the needs of the party and the country. Secondly, we must consider the layout and function of law education in a specific region, which is extremely necessary[14]. It is necessary to ensure that the teaching content closely matches the goal. On the basis of teaching objectives, the online and offline teaching contents and links are skillfully planned to ensure their perfect integration and achieve the teaching objectives to the greatest extent. The key to optimizing curriculum design lies in integrating high-quality teaching resources. This can be achieved by introducing excellent teaching materials, vivid cases, inspiring videos and other forms. At the same time, the online platform should be fully utilized to promote the sharing and interaction of teaching resources, thus improving the overall teaching effect. Due to the developmental nature of law major, the latest laws and regulations, judicial interpretations and typical cases should be introduced in time to keep the cutting-edge and practical content of the course. In this process, we should also pay attention to the systematicness and logicity of the course content to help students build a perfect knowledge system.

The practicality of law determines that the cultivation of legal professional ability includes two parts: theoretical study and theoretical application. Whether law can successfully move from theory to practice depends on whether the real content of legal practice is brought into the framework of legal education [15]. Therefore, strengthening practical teaching is an important strategy to optimize curriculum design. Mock trial teaching is an indispensable part in the legal practice teaching system, and its function is to connect classroom theory teaching with social practice teaching, so as to realize the mutual linkage and integration between them [16]. Practical teaching bases such as mock trial and Legal Aid Center can be built to provide students with real practical opportunities. Online platform can also be used for virtual simulation experiments, online mock trial and other activities to expand the means and forms of practical teaching. At the same time, we should constantly improve the course evaluation system, and introduce diversified evaluation methods, such as online test, offline test, group discussion, case analysis, etc., to comprehensively evaluate students' learning effect and ability, so as to continuously improve and perfect the teaching process.

3.2. Strengthen the Construction of Teachers and Improve Teaching Ability

Under the background of mixed teaching mode, teachers need to re-examine the evolution and change of education and learning, and establish moral education as the fundamental goal and main task. Return to the original intention of education and the essence of teaching, so as to better adapt to the educational environment under technological empowerment and realize the transformation of teachers[17]. Strengthening the construction of teachers and improving teaching ability is an important guarantee for the construction of mixed "golden course" of law. First of all, teachers should be trained to cope with online and offline mixed teaching. By organizing professional training, teachers should be familiar with relevant theoretical knowledge and advanced teaching methods, so as to improve the teaching level in online and offline mixed environment. At the same time, advocate and support teachers to actively explore and practice the online and offline mixed teaching mode, so as to continuously improve and perfect their teaching methods. On this basis, we will further build a close and collaborative team of teachers to promote exchanges and in-depth cooperation among teachers. In addition, teachers are encouraged and funded to carry out teaching case studies, design online courses, and actively participate in online discussions to jointly explore the improvement direction of blended teaching. By organizing teachers to participate in academic seminars, in-depth research projects and other activities, teachers are encouraged to pay attention to the development trends and frontier issues of law, promote academic exchanges and cooperation among teachers, cultivate teachers' innovative consciousness and ability, promote teachers to better integrate online and offline resources, and create more innovative and interactive teaching methods. This collaborative discussion can promote the continuous innovation and development of teaching methods and help adapt to the evolving educational.

Secondly, teachers are encouraged to actively participate in the construction of mixed gold courses and formulate corresponding incentive mechanisms. Awards can be set, such as the online and offline mixed teaching excellent teacher award, in recognition of outstanding teachers in teaching. At the same time, blended teaching should be included in teachers' performance appraisal and professional title evaluation to stimulate teachers' enthusiasm and initiative.

Finally, strengthen cooperation with legal practice departments, encourage teachers to participate in legal practice and case handling, and improve teachers' legal practice ability and teaching level. Colleges and universities should reserve a certain number of places to introduce legal practitioners with rich practical experience, such as outstanding judges and prosecutors, enrich the teaching staff of the school and improve the teaching level[18]. Experts in legal practice can be invited to participate in teaching activities, share experience and practical achievements in handling cases, discuss legal practice issues with teachers, and promote the organic combination of theory and practice. These legal professionals can not only provide students with rich practical cases and practical experience, but also provide valuable practical perspectives and professional insights for teaching and research.

3.3. Promote the Construction of Teaching Facilities and Improve Teaching Conditions

The organic combination of online teaching and offline teaching of law courses must be based on the support of corresponding hardware and software conditions[19]. In promoting infrastructure construction, colleges and universities should actively upgrade teaching platforms, introduce advanced teaching management platforms, support online video playback, real-time interaction, homework submission and other functions, and improve the speed and stability of campus networks to ensure the fluency and stability of online teaching and ensure the smooth progress of online teaching. Update the hardware equipment of law classroom, including computers, projectors, printers, etc., improve the technical content of law classroom, and provide hardware guarantee for online and offline mixed teaching. At the same time, the college should produce high-quality multimedia teaching courseware, including PPT, video, audio, etc., to enhance the attraction and understandability of the course. Advanced technologies such as virtual reality (VR) and augmented reality (AR) can be introduced to simulate legal practice scenes and provide an immersive learning experience. Develop online tests, mock exams and other systems to help students self-evaluate and consolidate their knowledge. In the development of law books, it is necessary to strengthen the construction of library resources, including electronic and paper books, in order to meet the needs of students for professional knowledge learning more comprehensively. For e-book resources, we should pay attention to the construction of digital collection to ensure that key works and research documents in the field of law can be fully included. This requires the library to order authoritative law databases and e-books to provide students with a convenient and efficient online learning environment. At the same time, through the construction of online reading platform, students can obtain the required legal electronic resources anytime and anywhere, and promote the wide dissemination and use of subject knowledge. Encourage the purchase of authoritative and in-depth paper books, covering all professional branches in the field of law. Libraries should ensure that the paper books in their collections are updated in time to follow up the latest research results in the field of law and provide more comprehensive and in-depth academic.

3.4. Improve the Teaching Management Mechanism and Improve the Teaching Guarantee

In order to promote the modernization of education management, we should take the initiative and make full use of advanced high technology, and build an efficient and powerful teaching management mechanism with the support of electronic computers and network systems[20]. Clarify and constantly improve the relevant rules and regulations of online and offline mixed teaching to ensure the clarity and standardization of teaching management process. Specifically, the mixed teaching management strategy and teaching quality monitoring mechanism can be formulated, which can provide accurate guidance and basis for teaching management based on electronic computers and network systems. In the aspect of strengthening teaching quality monitoring, a complete teaching quality monitoring framework is established to monitor and manage online and offline mixed teaching

activities. Regularly carry out activities such as teaching quality evaluation and student satisfaction survey, and get the problems and shortcomings in the teaching process in time, so as to take practical and effective measures to improve and improve the overall teaching quality. By establishing a teaching resource sharing platform, we will promote the sharing of various teaching resources and encourage the exchange of teaching resources among different teachers, colleges and universities. At the same time, we should cooperate with other institutions of higher education and legal practice to develop teaching resources and improve their quality and influence. In order to strengthen practical teaching management, it is necessary to formulate practical teaching management policies and assessment standards, and establish practical practical teaching base management system and quality evaluation system to ensure the high quality and effectiveness of practical links. Finally, it is suggested to establish a perfect teaching service structure, set up online and offline mixed teaching support centers, student service centers and other institutions to provide all-round teaching consultation, technical support and student service for teachers and students. Through this service system, the level and quality of teaching service can be improved, so as to better meet the needs of teachers and students and promote the all-round development of teaching work.

Acknowledgments

This work was supported by the funds of Jiangsu higher education reform research project in 2019 "theoretical and practical research on the construction of online and offline hybrid 'golden courses' for law majors based on the education and training plan for outstanding legal talents 2.0" (2019jsjg324); the higher education reform research project of Jiangsu University in 2019 "theoretical and practical research on the construction of online and offline hybrid 'golden courses' for law majors based on the education and training plan for outstanding legal talents 2.0" (2019jgzz009).

References

- [1] Lin Dong. Exploration on the application of case teaching under the background of training excellent legal talents [J]. Educational Theory and Practice, 2020,40(15):48-50.
- [2] Wei Zhiyu. On-line and off-line mixed course ideological and political teaching mode in the practice of open education law [J/OL]. China education technology and equipment.
- [3] Ou Shunfang, Liang Wu. On the reform of administrative law course under the background of gold course construction [J]. Journal of Guizhou Police College, 2023,35(04):107-115.
- [4] Yuan Zhoubin. On the reform of administrative law course in public security colleges based on the "golden course" standard [J]. Higher Education Journal, 2020(27):136-139
- [5] Wang Jinxu, Zhu Zhengwei, Li Maoguo. Blended teaching mode: connotation, significance and implementation requirements [J]. Higher Architectural Education, 2018,27 (04): 7-12.
- [6] Feng Qiwei, Jiang Cong, Liu Jinhong. Exploration of online and offline integration mode of innovation and entrepreneurship education [J]. Higher Education Journal, 2018 (24):36-38.
- [7] Chang Jiekun. Research on the application of mixed teaching mode in law-taking criminal procedure law as an example [J]. journal of heilongjiang administrative cadre institute of politics and law, 2021(06):148-150.

- [8] Han Lixin, He Sai. Problems and Countermeasures of Mixed Teaching Mode for LLM Postgraduates [J]. Maritime Education Research, 2023,40(01):79-85.
- [9] Liang Ping. Concurrent study of morality and law: a practical approach to the cultivation of outstanding legal talents in the new era [J]. Hebei Law, 2021,39(03):51-60.
- [10] Wang Shuli. On-line and off-line mixed teaching mode in legal education [J]. Journal of Multimedia and Network Teaching in China (Zhongxun), 2022(12):26-29.
- [11] Zhang Tao. Reflections on the implementation of online course teaching in colleges and universities from the perspective of first-class undergraduate major construction [J]. China Education Informatization, 2020(22):50-54.
- [12] Sun Changyong, Yan Zhaohua. Practical exploration and thinking of online first-class courses for law majors -- Taking "Criminal Procedure Law" MOOC of Southwest University of Political Science and Law as an example [J]. china university teaching, 2021(04):21-27.
- [13] Zhai Baohong. Lide Shuren is upright and innovative: training outstanding legal talents in the new era-taking the reform of ideological and political education in law courses in colleges and universities as an opportunity [J]. Journal of Higher Education, 2023,9 (28): 86-89.
- [14] Gao Zhanchuan. Ways and techniques of training outstanding rule of law talents in the new era [J]. Forum on Political Science and Law, 2019,37(02):38-46.
- [15] Chen Liwen. A systematic explanation of the cultivation of outstanding legal talents with the combination of morality and law [J]. Journal of beijing university of chemical technology (Social Science Edition), 2023(03):123-129.
- [16] Tang Wenjuan. Teaching reform practice in mock trial based on the goal of training excellent legal talents [J]. Higher Education Forum, 2020(10):25-28.
- [17] Han Jun. Online courses promote teaching innovation in higher education [J]. Education Research, 2020,41(08):22-26.
- [18] Xu Xianming. The new era of higher education and the cultivation of outstanding legal talents [J]. china university teaching, 2019 (10):7-11.
- [19] Li Jungang. Online and offline mixed teaching practice for law courses-taking the history of western legal thoughts as an example [J]. Heilongjiang Education (Higher Education Research and Evaluation), 2020(05):6-8.
- [20] He Zhipeng. Practical Interpretation of Excellent Rule of Law Talents Training [J]. china university teaching, 2019(06):27-33.