

# Research on the Development of Case method of Law in the View of New Legal Science

Zhou Zhihou

Shaanxi Normal University, Shaanxi Xi'an 710062

**Abstract:** As a sub discipline of the new liberal arts, the new legal science takes the cultivation of composite talents as its important task, presenting the characteristics of cross disciplinary and interdisciplinary integration. The barriers between disciplines are gradually being broken, which requires accelerating the innovative training mode. In this context, as a new type of Case method, which has been widely concerned by colleges and universities, how to better promote the development of new legal science is worth exploring in depth. Case method is an empirical Socratic teaching method, which is closely related to the practical characteristics of law. As one of the directions of law education and teaching method reform, the Case method method should follow the principles of combining theory and rules with practice, combining knowledge and ability of legal knowledge with problem thinking ability, enlightening and inducing, and actively explore a teaching model that integrates multiple methods such as listing cases, commenting on cases, and listening to cases. When implementing Case method, we should establish modern educational concepts, pay attention to the cultivation of students' innovative thinking and systematic thinking, pay attention to the representativeness and appropriateness of case selection, and cooperate closely with judicial practice departments.

**Key words:** New liberal arts; New law; Case method; Legal education; Legal practice

In 2018, the government officially proposed that "higher education should strive to develop new engineering, medical, agricultural, cultural, and humanities". Subsequently, the Ministry of Education decided to implement it and issued the "Notice of the General Office of the Ministry of Education on Recommending New Humanities Research and Reform Practice Projects" and the "Guidelines for New Humanities Research and Reform Practice Projects" on March 2, 2021. "The proposal of the new liberal arts has injected new impetus into the talent training and discipline construction of the liberal arts in China, and has quickly become a hot spot of theoretical research." As an important discipline category of the new liberal arts, the new law science should also focus on the direction, new model, and new curriculum construction. The law Case method method is also a new practical education model of law, which is open and interactive. It is increasingly being introduced into the classrooms of higher education in China. In the face of the new demand of the state for changing the education and teaching methods and innovating the talent training model, what role should the law Case method play in this process deserves in-depth exploration.

## 1 The Implementation Background of Law Case method

The arrival of the digital era and the advancement of the new legal path are the background for the implementation of the current law Case method method. Professor Zuo Weimin, School of Law, Sichuan University, in the speech at the 2021 freshman opening ceremony, it was pointed out that: With the rapid development of emerging technologies such as the Internet, big data, and artificial intelligence, human society has entered the digital age. On the one hand, technology drives the development of law; on the other hand, the social problems brought about by technology also require legal response. Traditional law is difficult to fully respond to this, and

law and other disciplines need to cross produce new theories and knowledge to adapt to and solve new problems in the new era. How to apply new knowledge and methods to study new phenomena and problems that arise in legal practice, and form new insights, is a problem that legal professionals in the new era need to solve. The solution is to follow the path of new legal disciplines. Learning Case method plays an increasingly important role in law teaching, which is an empirical Socratic teaching method. This teaching method requires students to read cases from the perspective of judicial trial, learn how to infer through cases, and learn to deduce general principles from special situations. Socratic teaching method can teach students to respond to problems correctly and think about problems from their own perspective. Case method method is widely used in common law countries, and Case method mode is also constantly explored in the practice of law teaching in China. How to effectively use the Case method method to improve the effect of law teaching in China and cultivate the legal talents needed by the society is a subject worthy of study. The recognition of Case method method can be traced back to ancient Greece more than 2000 years ago. The ancient Greek philosopher Socrates once taught in the form of "question and answer". Later, his student Plato inherited and developed his educational ideas, editing the "question and answer" method into a book and incorporating it into some interesting stories. The implementation of the modern Case method method was around the 1920s. Harvard University was the first to apply the Case method method to teaching. Harvard Medical School and Law School first used "case studies" or "case studies" for teaching. In medical teaching, teachers organize materials related to cases and treatment processes into lesson plans to guide students in learning, and use past examples to help diagnose similar cases in reality, achieving good teaching results. In law teaching, teachers compile legal norms and procedures related to a specific case and its trial process into examples, and guide students to learn and research through analysis, discussion, and inspiration of the case. This teaching

form gives students a sense of "being there". After the application of Case method in Harvard University, it has been popularized very quickly. Today, Case method is mostly adopted in law teaching in American universities. Moreover, the UK, which has the same legal tradition as the United States, has also absorbed this teaching method. The reason why this teaching method can be rapidly promoted is, as Pound said, "based on the form of British and American law. In British and American countries, regulations are not formulated through legislative methods (a smaller portion of laws are formulated through legislative methods), and the basis and guidelines for judgments must be found in the judgments already announced by the British and American high courts. The fundamental technique in Anglo American law is to use the understanding of the law to find the law from judgments." In order to train students to be good at application, the legal education in the United States has to be formed according to this goal, and the case method is indeed extremely successful. "Although the Case method originated in the United States, it has also been tried to use in China's law teaching. Since the first five-year legal publicity and education plan was launched in 1985, it has attached great importance to the role of "cases" in legal education. In 1991, the Ministry of Justice and the Ministry of Education organized personnel to write a book called "Case Analysis" that matched the "Legal Fundamentals Course" as a teaching reference book for the "Legal Fundamentals" course. The book selects more than 100 cases and applies relevant provisions of laws such as Criminal Law, Civil Law, Economic Contract Law, Inheritance Law, Marriage Law, Criminal Procedure Law, Civil Procedure Law, Administrative Procedure Law, etc. to conduct an easy to understand analysis of the cases. Nowadays, various main courses in law have relevant case studies as auxiliary textbooks. We believe that at the present stage, in order to improve the quality of law teaching and the quality of legal personnel training, Case method should also be widely adopted.

First, although China does not recognize case law and does not adopt the method of finding legal principles and rules from cases (that is, inductive method), how to find legal solutions from "problems" is the same as the British and American Case method. Through Case method, students can find ways to analyze problems from cases, so as to cultivate students' ability to truly master problem solving. Traditional classroom teaching methods cannot meet the needs of cultivating students' abilities. Classroom teaching method is the most commonly used method in legal education in Chinese universities. It is a teaching method that teachers describe situations, describe implementation, explain legal concept, and demonstrate principles of law to students through oral language. By using the teaching method, teachers can transmit knowledge and information to students, and on this basis, promote the development of students' cognitive abilities. The teaching method has many advantages, such as low cost, high efficiency, and a large amount of information transmitted per unit time. However, there are also many shortcomings, which can easily lead to classroom teaching evolving into injection based teaching. Focusing solely on imparting systematic knowledge while neglecting to inspire students' thinking can easily lead to passive thinking and learning. It simply cannot meet the needs of modern society to cultivate the practical ability of legal talents.

Secondly, law is, after all, a highly practical discipline, which can be seen from the talent cultivation goals of China's law major. The main goal is to cultivate specialized talents who can engage in

the legal profession (such as judges, prosecutors, lawyers, etc.). More over, in recent years, the lawyer qualification exam (renamed as the judicial qualification exam from 2002, which combines the previous first judge, first prosecutor exam, and lawyer qualification exam) has also focused on examining candidates' practical problem-solving and analytical abilities. In order to meet this need, the implementation of Case method in teaching is a useful attempt.

Thirdly, the implementation of the Case method is a basic trend of the reform of law teaching methods. The reform of teaching methods is an important part of China's higher education reform. Our country's legal education cannot adopt the teaching method of "indoctrination" uniformly, because its drawbacks are obvious, which is not conducive to the improvement of classroom teaching level and effectiveness, and cannot stimulate students' enthusiasm for learning. To a large extent, Case method can avoid these disadvantages. Of course, Case method is not the best. Just adopting Case method in law teaching can improve the teaching level and effect of our country at this stage to some extent, and can also improve students' practical ability.

## 2 Basic Principles and Requirements of Law Case method

In teaching activities, teachers should consciously complete the teaching process according to the requirements of educational laws and principles. The so-called teaching principles refer to the basic teaching requirements proposed to summarize teaching experience, reflect the laws of teaching activities, reflect certain teaching objectives, and improve teaching effectiveness. The Case method mainly abides by and implements the following teaching principles:

Firstly, the principle of linking with reality. The principle of linking theory with practice refers to the fact that university education should closely integrate production, technology, and social life. While learning theoretical knowledge, it should strengthen the connection between various teaching and practice, pay attention to applying what is learned, enable students to learn knowledge and understand society through the connection between theory and practice, and improve their ability to apply theoretical analysis to solve problems. There are certain difficulties in connecting legal education with practice. Law students cannot operate computers like computer students, nor can they go to factories like science and engineering students. And internships in the law major are also conducted specifically towards graduation. Therefore, how to implement the teaching principle of integrating practice in daily teaching has become a problem. I think the best answer is the Case method. Because this teaching method enables students to not only learn theoretical knowledge but also be exposed to social reality during the teaching process. Of course, there are two kinds of connections between the Case method of law series, namely, indirect connection and direct connection. Indirect connections include listing cases, commenting on cases, and discussing cases. The direct connection is the internship case, and the listening case also has a direct component. The series of Case method of law teaching is just a method of connecting with practice. In addition, it is also necessary to integrate practical aspects such as course design and textbook selection.

Secondly, the principle of emphasizing both knowledge and ability. The principle of equal emphasis on knowledge and ability

requires university teachers to not only impart knowledge to students, but also focus on cultivating students' various abilities, with a focus on cultivating students' logical thinking ability, creative ability, and operational ability, and enabling them to have a scientific way of thinking and practical problem-solving ability. Modern education believes that knowledge is an acquired understanding of objective things by an individual, and ability is the individual psychological characteristic exhibited by completing a certain activity. Knowledge and ability are two different concepts, but they are closely related. The development of abilities must be based on the accumulation of knowledge, which is achieved through the process of mastering and applying knowledge, and affects the speed of knowledge acquisition and the efficiency of knowledge application. The Case method method requires teachers to pay attention to cultivating students' various abilities while imparting theoretical knowledge of law. By listing and commenting on cases, cultivate students' logical thinking ability; Cultivate students' creative thinking ability through discussing case studies; Cultivate students' practical operational abilities through simulated courtrooms; Through the above Case method, students' scientific thinking mode and ability to analyze and solve problems can be cultivated. In addition, through a series of Case method methods, while improving students' intellectual factors, they also develop and improve student s' motivation, interest, emotion, personality and other non intellectual factors. The cultivation of non intellectual factors plays an important role in promoting, guiding, maintaining, strengthening, adjusting, and compensating students' creative process, which in turn strengthens students' above abilities. Of course, to develop students' above abilities, only a series of Case method method is not enough. It also requires that teachers should set the development and improvement of students' various abilities as an important goal of the syllabus in the teaching process, and run it through all aspects of teaching, so as to organically integrate teaching, learning, doing things and being a person in the teaching process.

Thirdly, the principle of inspiration and induction. The principle of inspiration and guidance refers to teaching activities that should be guided by inspiration and guide students to engage in active intellectual activities, understand teaching content through questioning and answering questions, master knowledge comprehensively, and train students' good thinking and proactive spirit. Learning is an extremely difficult mental labor that requires a series of complex intellectual activities. The learning objects of law students are relatively profound theoretical knowledge in the field of law, which requires active intellectual activities to understand. This requires teachers to be obedient and persuasive, inspire students to think actively, use their brains, and understand relevant theoretical knowledge through repeated comparison, analysis, summarization, and abstraction. The series Case method method is a good carrier for teachers to adopt heuristic teaching. Especially in the discussion case method, teachers are required to continuously inspire and induce students to use their brains, actively think, and speak up when organizing students to discuss cases. Teachers should carefully analyze students' speeches, point out their mistakes, and identify their strengths in order to achieve the teaching objectives of understanding knowledge, mastering theory, and enhancing abilities. The purpose of Case method is to learn theory, train thinking and cultivate ability. This teaching method also has three specific requirements: first, a comprehensive and accurate understanding of the meaning of legal norms, the use of various teaching

methods, timely absorption of cases related to social life, targeted thinking and solving practical problems. Secondly, teachers should not only understand theory and be proficient in teaching, but also pay attention to social reality, be good at discovering problems from social reality, and be able to analyze, research, and solve these problems. This requires law teachers to be in touch with legal practice and understand both theory and practice. The third is to fully leverage the enthusiasm and creativity of both teachers and students. In Case method, teachers' own understanding, experience, experience and experience are needed, and students' knowledge, experience, interest and ability are also needed. Only when teachers and students work together can Case method succeed.

In recent years, with the demand for legal talents in society and the development of education, law schools and departments have been developing on a large scale. Both the number of teachers engaged in legal teaching and the number of students studying law are unprecedented, but teaching methods still cannot keep up with the development of the situation and lag behind traditional "indoctrination" teaching methods. Teachers speak on the podium and students take notes below. This method is not conducive to improving teaching effectiveness, nor is it conducive to cultivating the legal talents needed by society.

### 3 The Mode of Law Case method

The Case method method is a series of practical teaching methods, which consists of a variety of specific methods. The following Case method modes can be tried according to the specific situation. They can be used at will, in combination or in full. Each method has its own characteristics in terms of purpose and specific operations.

Firstly, list case studies. Case study refers to the process in which a teacher lists a case or group of cases in order to illustrate legal theories, legal systems, or the content of a certain legal clause or a practical issue during teaching. The purpose of case law is to reveal phenomena and explain problems. For example, in order to make students understand the impact of the criminal object in the theory of criminal composition on conviction, teachers can list two similar cases: theft of cables in a factory warehouse by A, which constitutes theft; The theft of cables in use laid underground by Party B constitutes the crime of damaging communication equipment. For example, in order to illustrate the social harm of crime, a case of Wang Baosen's corruption is cited. The cases listed in the case list can be real-life events that occur in reality, cases that have been processed for teaching purposes, or they can only focus on the main content of the case; It can be a very serious case, or there can be a relaxed and free atmosphere. This needs to be independently and flexibly mastered and used by teachers based on the specific content of the lecture.

Secondly, evaluate case studies. The evaluation case method refers to the teacher's in-depth analysis of a case to help students understand a certain teaching content, excavate profound things from it, and use the evaluation case to help students master the teaching content. For example, when discussing the various stages of ordinary procedures in the Civil Procedure Law, teachers can talk about the case of "Wang XX v. Li XX for damages", from how Wang XX sued, how Li XX responded to the lawsuit, to how the court tried it, and so on. This can enable students to clarify the various stages of civil litigation ordinary procedures, such as

prosecution and acceptance, preparation before trial, and trial (court investigation, court debate). Of course, audio-visual teaching can also be conducted, playing videos of civil trials and commenting while watching, which can achieve better results.

Thirdly, discuss case studies. This is a case study discussion organized by students to strengthen their learning impression, consolidate learning effectiveness, and test their learning level after teaching a major chapter of a certain law course. This method requires teachers to prepare targeted and difficult cases with different opinions and conclusions in advance. This type of case must have the main plot and details. After introducing the case, the teacher raises relevant questions and requires students to apply their learned legal theories and relevant legal provisions to solve practical problems. Can be discussed in small groups or in large groups; It can be closed before opening, or it can be opened before closing. Every student should have the opportunity to express their opinions. Finally, the teacher also needs to evaluate and analyze the different opinions among the students one by one, provide standard answers, and explain the reasons. Developing students' ability to analyze and solve problems is the key and purpose of using discussion case method.

Fourthly, the method of listening to cases. Teachers choose people's courts to hear criminal, civil, administrative and other cases in a targeted manner in order to cooperate with the lecture content, and organize students to attend. This requires a combination of teaching departments and judicial practice departments to conduct teaching, organizing students to attend some typical cases in court, with the aim of enabling students to have a comprehensive understanding of various litigation procedures, especially the trial procedures of various lawsuits, enhancing students' interest in learning, and at the same time providing students with an intuitive and emotional understanding of various lawsuits. Observing the handling skills and expression abilities of judges, prosecutors, lawyers, and other personnel can help students understand the differences in the status of various litigation subjects and the roles of each role in the trial. As an on-site teaching method, the listening case method can also strengthen the connection between teaching and real life, cultivate students' creative spirit and independent thinking ability.

Fifth, the mock court teaching method. Establishing a simulated court teaching link in legal education is a key measure to effectively improve the quality and level of teaching. Some schools have established relatively standardized simulated courts, and the implementation effect is also quite good. When students have studied both the Civil Procedure Law (or Criminal Procedure Law, Administrative Procedure Law) and the Civil Law (or Criminal Law, Administrative Law), possessing knowledge of substantive law and familiarity with the content of procedural law, teachers can mobilize and organize students to conduct practical operations and engage in mock courts. Students personally serve as judges or participate in court trials, comprehensively grasp and understand the legal provisions of procedural and substantive laws, solve practical problems, enhance learning interest, and establish learning confidence. The internship case method is a learning method with comprehensive content. It can not only enable students to master knowledge, but also cultivate their ability to analyze, think and solve problems, improve their thinking ability, oral expression ability, written language expression ability, organization and creativity, and cultivate their non intellectual factors. Due to the need

for multiple legal knowledge and abilities in internship cases, they are generally conducted after sophomore and junior years.

Sixth, multimedia Case method method. In law teaching, when it involves the understanding of a certain law, principle and rule, multimedia equipment can be used for real-time Case method. This form is relatively easy to implement when multimedia teaching conditions are available. Teachers can write suitable cases based on the content of the course teaching, which is convenient for students to understand and digest the principles, principles, and rules.

Seventh, the teaching method of legal clinics. Legal clinic education emerged from the United States in the 1960s and was a product of the American civil rights movement. This movement has prompted lawyers and law school students to recognize the shortcomings in fulfilling the principles of equal rights and due process in the Constitution in practice, and thus attach importance to the application of legal rules in practice. The civil rights movement has made people realize the importance of translating laws from books into practice. To achieve this goal, it is important to provide legal advice to people who lack legal knowledge in civil cases, especially criminal cases. Due to the recognition of the shortcomings in the judicial system and the lack of effective provision of legal services, the legal community and law schools in the United States have begun to think more about the role of legal education in solving these problems. They have realized that law schools should not only provide legal services, but also cultivate students to consciously provide assistance to disadvantaged clients. Based on the above considerations, the Law School has established a legal clinic education course, which provides legal services to disadvantaged clients under the supervision of both faculty and licensed lawyers, and includes their work grades in students' credits. Since the autumn of 2000, with funding from the Ford Foundation in the United States and drawing on the experience of American law schools, China has for the first time attempted to use clinical legal education methods in seven universities across the country, offering courses in "Legal Clinics". Legal clinic education is also a Case method method. Different from the previous one, its so-called case is a real case that allows students to solve and analyze problems themselves. It directly cultivates students' practical ability, prepares students for "access" conditions to the society, and does not require a period of internship in the workplace to engage in suitable work.

#### 4 Problems that should be paid attention to in implementing the Case method method

When adopting the Case method method, law teachers should pay attention to the following five aspects in order to achieve better expected teaching results in the actual application process:

First, teachers should change their educational ideas and establish modern educational ideas. The key is to change the inheritance educational ideas formed over thousands of years and establish creative educational ideas. We need to shift from traditional education centered on imparting existing knowledge to modern education that focuses on cultivating students' innovative spirit. Without innovation, there can be no development, and humanity cannot progress. A history of human social development is a history of continuous innovation. Where does human creativity come from? Psychologist Stan et al. have shown that appropriate education can stimulate people's creative thinking abilities. So, fundamentally speaking, school education naturally has the task of cultivating

students'creative ability and spirit.However,higher education institutions in China have always only valued students'inheritance of existing knowledge,while neglecting the cultivation of students'innovative abilities.In legal education,only emphasis is placed on the absorption and digestion of existing legal theories and systems,while neglecting innovation in legal theories and systems. This is a significant flaw in legal education.The students cultivated under this educational method lack vitality,creativity,and the ability to solve real social legal problems.The Case method method starts from the teaching of existing knowledge,focuses on cultivating students'thinking ability,ability to analyze and solve problems,and cultivate students'creativity.When using the series Case method method,teachers should first explain to students the expected goal of using the series Case method method to carry out teaching,so that students can understand the learning direction and consciously move towards this goal.

Secondly,the appropriateness and typicality of case selection. The selection of cases is only to illustrate the problem or facilitate the teaching of the course,which is beneficial for students to correctly grasp legal principles and rules,as well as to understand and master knowledge points.The selection of cases should be based on the teaching and content requirements of each law major course,reflecting the characteristics and depth of the course,and also having certain difficulties."Cases in Case method may be decided by the court,or designed according to the teaching needs. Cases can be all or part of a case,or a combination of several cases.Therefore,in Case method,it is allowed to choose or reject cases.Students'learning of cases is not to grasp cases as laws,but to understand and apply written laws,and have a preliminary understanding of the regulation of law on social life Use For example,in criminal law teaching,teachers should try their best to select and extract typical cases that are general and representative in judicial practice,and can reflect the key points,difficulties,and doubts of criminal law with strong applicability and operational value.That is,they should choose cases that are both profound and difficult.The content of such cases should have deep theoretical and strong practical significance,and at the same time,it should enable students to grasp the difficulties,key points,and doubts in teaching,promote students'ability to apply and operate criminal law,and have important guiding and enlightening effects.Generally speaking,the case listing method does not require too much detail in the case.It can be a case that can be talked about in just a few sentences,or it can be a case that is talked about in one class;It can be an actual case or a case processed by a teacher based on relevant materials;It can be a case where the parties have their names and surnames,or it can be a case where the protagonist is replaced by A,B,C,or D.In short,teachers can make their own decisions as needed.The evaluation of cases in case law must reflect and reveal certain problems in real society.This type of case can be a significant impact on politics,economy,culture,education,technology,and other aspects under the context of reform and opening up.Through the teacher's explanation,it can inspire and reflect on students.When discussing cases in case law,it is necessary to have solid evidence or evidence,and to be able to explain a specific issue or legal provision in law class,so that students can draw conclusive conclusions after discussion.In the case law of attendance,students can attend court hearings or use the method of inviting in to bring the court to the school for trial.After students have acquired a certain level of legal theory and knowledge,and have visited

how courts try cases,they can proceed with mock court trials and rehearse multiple times according to the requirements of actual trials,making full preparations.In the teaching process of simulated courtrooms,students are not only the objects of education,but also the subjects of teaching.

Third,establish some basic facilities for Case method.Among the above-mentioned Case method forms,most need to establish some basic facilities to meet the needs of Case method.For example,the application of multimedia Case method requires the establishment of multimedia classrooms and some corresponding equipment,such as various audio-visual materials,photos,video equipment,etc;The application of simulated court teaching methods requires a relatively suitable venue and equipment for conducting simulated trials.As a routine legal education,multimedia classrooms and mock courts are essential basic facilities for legal education.

Fourthly,it is necessary to closely cooperate with judicial practice departments.The application of the Case method method requires law schools to strengthen the contact and cooperation with the judicial departments,especially the courts,procuratorates and law firms,and jointly establish school running and practice bases,so that the typical cases encountered by the judicial departments can be known by law school teachers and students in a timely manner,so that law school teachers and students are more exposed to front-line practice,and college teachers are more involved in the demonstration of some typical cases.When necessary,organize students to observe the trial of difficult cases in the court,discuss with judges,prosecutors,lawyers,etc.,and jointly improve their ability to solve difficult cases;Teachers can also organize students to collect difficult cases and enrich Case method content,so as to improve the quality and effect of Case method.

Fifth,implement a mentor system.Although there are multiple levels of legal education in China,different levels of education have different requirements.Generally,a mentor system is implemented at the master's level.Implementing a tutorial system at the undergraduate level has certain difficulties.However,several schools in China have implemented clinical legal education and achieved relatively successful experience.Practice has proved that the Case method method guided by small class supervisors can be implemented in senior undergraduate students.Of course,this also puts forward higher requirements for teachers,who not only need to have a deep theoretical foundation,but also need to have strong practical abilities.As the main body of teaching,teachers should first make clear the trial methods,methods and processes in judicial practice,so that they can flexibly and skillfully use a series of Case method methods to teach and achieve better teaching results.If the teachers themselves have only a little knowledge of judicial practice,and the choice of cases is also obtained from books,their teaching process is still from books to books,they cannot achieve the effect that can be achieved by a series of Case method methods. According to experience,"double qualified"teachers,who are both teachers and lawyers,are more suitable for implementing the Case method method.In addition,judges and prosecutors with high theoretical quality in the judicial sector are also more suitable for implementing the Case method method;Young teachers who only have theoretical knowledge and lack practical experience are often not competent for this teaching method.

## 5 epilogue

The new legal science has emerged in response to the needs of the new era, and its talent cultivation goal is to cultivate composite talents with both innovation and entrepreneurship abilities and cross-border integration abilities. This requires the teaching process of legal science to achieve a good connection between traditional law and modern digital technology, and break down disciplinary barriers. In the teaching process, in addition to using traditional cases, it is also necessary to combine some hot or typical cases in the digital age and digital economy, such as in-depth analysis of Didi's listing in the United States, disputes between Meituan and riders, and the suspension of Ant Financial's listing. The life

of law lies in experience, not logic. Statutory law is an abstract system of rules that, while maintaining its own systematization and universality, invisibly widens the distance from reality. Especially during the period of social transformation, people's demands will become more diverse and social value conflicts will become more intense. In this situation, how to grasp the connection between norms and facts, how to maintain the effectiveness of legal knowledge, and avoid it lagging behind social reality have become issues that legal education must take seriously. The promotion and application of Case method in law education is a good countermeasure. From the perspective of legal culture, this can also be regarded as a useful attempt to integrate the cultures of the continental law system and the common law system.

## Reference

- [1]Huang Kainan, Miao Zikun Literature metrology analysis of new liberal arts research progress[J].Journal of Shandong University (Philosophy and Social Sciences Edition), 2021(6).
- [2]Fan Liming New Liberal Arts: The Needs of the Times and Key Construction Points[J].Chinese University Teaching, 2020(5).
- [3]Pound The Problems and Reform Direction of Legal Education in China[M]Beijing:China University of Political Science and Law Press, 1997.
- [4]Zhen Zhen Clinical legal education in China[M]Beijing:Law Publishing House, 2002.
- [5]Zhou Shizhong, Ni Yequn Legal Education and the Cultivation of Practical Ability for Law Students[M].Beijing:China Legal Publishing House, 2004.