

# The Teaching Reform of the Course of Labor and Social Security Law from the Perspective of Training outstanding Legal Talents - Taking the Experiential Teaching Model of Occupational Safety as an Example

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## ABSTRACT

The choice of teaching mode needs to consider the characteristics of the subject. The traditional teaching of labor and social security law is guided by behaviorist theories and focuses on the introduction of theories and basic knowledge. It cannot fully mobilize students' interest in learning and is not conducive to improving students' knowledge and skills and learning participation. The law course is a highly practical subject. Occupational safety is an important part of labor and social security law. This article takes it as an example and introduces an experiential teaching model at an appropriate time to modularize the teaching content and combine various experiential teaching methods to improve student learning enthusiasm and participation.

**KEYWORDS:** Labor and Social Security Law, Occupational Safety, Experiential Teaching

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## 1. The Necessity of Reforming the Teaching Mode of Courses in Universities

Labor and Social Security Law is a compulsory course for law schools. The occupational health system is an important part of the course. It aims to improve students' awareness of occupational safety and health. Teachers transfer basic knowledge and practical application to students and enhance students' safety awareness and sense of responsibility for occupational protection.

The traditional teaching mode is based on the "stimulus-response" theory. The characteristics of its teaching activities are that teachers teach occupational safety and health-related knowledge as an important way, focusing on the introduction of theories and basic knowledge. The task of the teacher is to provide relevant theories and knowledge to students through

external stimulus instills, and students receive external stimuli and react to them as lecture objects. The traditional teaching mode is mainly manifested in reviewing the old lessons first, teaching new knowledge on this basis, consolidating the application through exercises and other methods, and finally checking and evaluating through examinations and other means. This traditional model cannot fully mobilize students' interest in learning, and is not conducive to improving students' knowledge, skills and learning participation.

The experiential teaching model aims to enhance and stimulate students' domestic needs as the core through the guidance of teachers so as to realize the transformation of students' mastery of knowledge from passive "learning" to active "learning" and improve students' learning interest and participation

rate. The teaching mode performance is to induce doubt, experience discovery, feedback refinement, summary evaluation, consolidation and improvement. Experiential teaching creates real or virtual environments, such as role simulation, self-rescue training and other scenarios, so that students can experience and perceive the teaching content and master the relevant knowledge of the occupational safety system and improve their awareness of occupational safety. Pedagogy experts conducted comparative experiments on two teaching methods, namely traditional teaching methods and interactive experiential teaching methods. Their research results showed that students have obvious differences in the effect of absorbing knowledge by using different teaching methods. As far as students' absorption rate is concerned, there are differences between traditional and interactive teaching modes. Students in the former can absorb less than 30% of content, while students in the latter can master up to 50% of the knowledge.

## 2. Design and Implementation Analysis of Experience Teaching Mode

(1) The design plan of the experiential teaching mode According to the specific content of the course and its relevance, the teaching content is modularized, divided into 2 groups (including occupational safety and occupational health), and 5 major modules. Each module uses lectures as a guide and the introduction of teaching content. The focus is asking questions, highlighting the focus, and inspiring students' interest in learning and exploring spirit. On this basis, the experiential teaching mode is integrated into the teaching content through case, theme debate, role assignment, group discussion and other teaching methods. It enhances students' interest and participation in learning and stimulates students' enthusiasm for independent learning, encouraging students to use teaching activities and module content as tasks for learning exploration and after-school cooperative learning. Teachers provide necessary consultation and Q&A tasks, and review the completion of the task.

The performance evaluation of this course implements a 100-point system, and the evaluation content includes both formative evaluation and summative evaluation, so as to improve students' enthusiasm for independent learning. The formative assessment mainly refers to the students' completion of each module's learning task, participation, and actual performance to give points. The summative assessment mainly refers to the display of the students' learning achievements at the end of the semester.

(2) The implementation content of the experiential teaching mode

In the teaching process, the teacher can modularize the content, and highlight the characteristics of experiential teaching according to the progress and content of the implementation plan:

Module 1: Overview the System of Occupational Safety and Health

Based on the modularization of the curriculum, the content of the curriculum is refined and a total score structure is adopted. In the overview part of the course, it focuses on the introduction and understanding of basic concepts, and organizing students to discuss and debate through the cases, pictures and video materials. For example, in order to strengthen students' understanding of the concept of "occupational safety", the teacher can show the picture and give explanation. Thus, students can intuitively experience and feel about the problem, deepening their understanding of the concept.

Module 2: General safety knowledge and ability

The second module is the introduction and training of general capabilities of safety knowledge, such as electricity safety and first aid, traffic safety and self-rescue, etc. These are knowledge that are highly practical in daily life. According to the structure and characteristics of the professional knowledge of the students, the practicality and pertinence should be emphasized in the teaching process. The general ability of safety knowledge should be introduced with the emphasis on practice. The explanation of the content enhances students' the understanding of the content. For example, students can learn about their own characteristics, the circumstances and causes of accidents by testing students' experience methods such as color discrimination experiments and accident simulations. The teacher can ask questions and let students discuss in groups in class. The group can form a consensus and the group representatives will summarize and then the teacher will comment the performance of the students. Through group discussion and summary, students will be promoted to think about the problem, deepen the impression, and promote teamwork.

Module 3: Physiology and psychology of occupational safety

This module belongs to the occupational health section. In order to avoid general discussion, the teacher can select relevant issues that are currently focused in society, so as to increase students' interest in learning. Take "overwork" as an example. First, before the formal lectures, students can be tested on the "overwork" status and get self-cognition by testing activities in order to make students pay

attention to the problem of overwork; secondly, through a large number of typical cases, students can discuss the hidden dangers of overwork and the severity of the problem; third, students can explore academic frontier issues and pay attention to this issue by the introduction of research on overwork issues in our country and abroad; finally, by experiencing emotional relaxation training with students and other training content, students can fully understand the problem of overwork and learn to relieve stress and create a diversified life so as to achieve relaxation.

#### Module 4: Occupational health and occupational diseases

Through the introduction of existing laws and regulations and a large number of real cases, students can learn about the occupational hazards and occupational diseases that workers may encounter in workplace, especially for common occupational diseases such as radiation, toxic and hazardous substances, and exposure to dust. The students can deepen their understanding of diseases caused by occupational hazards. At the same time, the students can share with others about occupational health and occupational disease cases that they know or occur around them, so that they can deeply know about the occupational health and disease hazard.

#### Module 5: Occupational health and self-protection

The teacher can introduce the importance of occupational health and self-protection to students, such as poisoning and its protection, dust hazards and protection against radiation. This part of the content can be integrated into a large number of typical cases, such as Zhang Haichao incident, Shenzhen "pneumoconiosis" incident through background introduction, video playback, etc. Then the students can feel the embarrassing situation of occupational diseases in identification and rights protection, especially its impact on the body. At the same time, the occupational disease prevention measures are summarized through group discussion. For example, for dust prevention, teachers will ask related questions to promote students' active thinking.

### 3. The Characteristics of Experience Teaching mode

#### (1) Redesign the teaching model in accordance with the characteristics of the subject

Reorganize and reposition the teaching objectives with the core of the subject characteristics and the course of law itself. Teaching objectives are an important basis for curriculum design and teaching activities. Through the study of the course content and related investigations, it is found that the experiential teaching mode should be introduced in a

timely manner to improve the effectiveness of the teaching effect according to the content and disciplinary characteristics of the course of labor and social security law. In addition to enabling students to master relevant theoretical knowledge, the design of teaching objectives emphasizes the cultivation of the awareness of occupational safety and rights protection.

#### (2) Improving and enriching the teaching methods

First, students can understand the basic content of the occupational safety system through videos, scenario hypotheses and simulations. Through self-inspection of safety and health indicators, they can understand themselves and improve self-awareness, guiding them to experience the importance of occupational safety and health in practice. It emphasizes the pertinence and practicality of the teaching content of the course.

Second, through case discussions, group discussions and sharing activities, students' desire for knowledge is stimulated. Teachers use question guidance in the class to encourage students to think proactively and learn from each other.

Third, it is a beneficial attempt and exploration of an experiential teaching model integrating "teaching, learning, and doing". In the course of teaching, it establishes an experiential teaching system that integrates participatory, interactive simulation teaching and practical training. Through scenario simulation and other methods, students can get close to occupational safety and environmental experience, and deepen their theoretical understanding through perception and their own understanding. It enables students to actively master the theoretical knowledge and skills related to occupational safety.

#### (3) Improve students' interest and participation in learning

It increases students' interest and participation in learning by exploring the use of experiential teaching methods that integrate "teaching, learning, and doing". During the process of curriculum teaching method, we insist on professional activities and project task-driven teaching as the main line. While conducting theoretical teaching and practical teaching, we also pay attention to the cultivation of students' basic qualities, including knowledge application, innovative spirit, psychological endurance, teamwork ability, etc.

#### (4) Improve the pertinence and practicality of teaching content based on actual life and professional needs

The teachers can guide students to experience the importance of safety and health in practice through case discussion, theme debate, simulation, role



assignment, group discussion and other experiential teaching methods.

#### (5) Improve the resource construction of experiential teaching

Through the reform and practice of the teaching mode, the teaching design, case library and teaching materials can be further enriched and perfected. The construction of curriculum teaching resources for this course can be further enriched and perfected.

#### 4. Suggestions for Improving the experiential teaching model

##### (1) The choice of teaching mode needs to consider the characteristics of the subject

First, Analyze students' professional background and knowledge structure before teaching. Before the course is taught, the teacher needs to analyze the professional background and knowledge structure of the students, and explore the teaching method of the course according to the characteristics of the teaching object. Law courses are highly professional. According to the characteristics and knowledge structure of students, they can be taught from different angles. They can focus on technical teaching, such as the "noise" part, which can be analyzed in terms of sound waves, frequency, and intensity. It can also focus on teaching from the perspective of safety management, such as the introduction of safety and quality management.

Second, the teaching mode highlights the characteristics of the subject. Judging from its own characteristics, the law course is a highly practical subject. The traditional teaching mode alone cannot stimulate students' interest in learning and it is also not conducive to the continuity of learning. Therefore, it is necessary to establish a set of teaching models that match the curriculum and subject content. The teaching goal of this course is not only to transfer knowledge and skills, but also to raise students' awareness of rights protection and pay attention to the labor rights of themselves and others. Moral and emotional education is an important content of this course in. In the course of teaching, a large number of experiential teaching activities can be used to inspire students to think and learn independently, and enable them to master practical skills and increase their participation.

##### (2) Establish training bases and laboratories

In the process of practice, due to the existing teaching conditions, many teaching contents cannot be fully developed and achieved the most ideal effect. For example, when it comes to self-rescue and first aid,

the most important thing is practical operation. If relevant equipment is available, students can experience and summarize by themselves. Therefore, relevant training bases and laboratories should be established in due course and some training content of the courses. Training bases inside and outside the school should be established to create conditions for students to reflect the real professional environment as much as possible, so that students can get practical training.

##### (3) Strengthen the construction of teaching staff around the professional group

Teacher construction is an important human guarantee for curriculum development and improvement. The course requires further improvement of the construction of the teaching staff, building a learning and training platform for teachers, and perfecting the structure of teachers' professional knowledge.

##### (4) Application and integration of multiple teaching modes

The experiential teaching model highlights the students' experience of the teaching content, achieving a deep understanding of the content and improving self-protection and rights protection awareness. At the same time, it needs to be pointed out that the cross application and integration of different teaching modes is also necessary. For example, the PBL teaching mode can be used in the experiential teaching mode. The students can think independently while experiencing the content of the class and it can improve the teaching effect of the course.

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