

"Belt and Road" and Arbitration Law Teaching and Education System Theory*

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Due to the division of China's departmental laws, the disconnect between theory and practice, and the influence of traditional academic thinking on the understanding of the knowledge structure of arbitration legal talents in practice, the construction of law school colleges, teaching teams, and research centers mostly revolves around departmental laws, tearing the connection of the arbitration legal system. The student-centered, process-guaranteed, and result-oriented arbitration master of law training model is "virtualized," the shaping of arbitration professionalism is ignored, the coverage of practical teaching is narrowed, and the arbitration legal profession is mostly formalized. The prevalence of specialized curriculum systems shortage, single faculty, formalized practical teaching, outdated curriculum settings, unsuitable curriculum system design for development, and inaccurate professional curriculum standards and positioning renders it difficult to integrate the "Belt and Road." The cutting-edge, the latest research results, and practical experience cannot reflect the connotation, goals, and requirements of "Entrepreneurship" education, as well as arbitral issues such as the ineffective monitoring of practical education and the inconsistent evaluation of standards and scales. Under the background of the "Belt and Road," based on system theory and practice and through training goals that innovate and initiate organizational form, activity content, management characteristics, assessment and support conditions, etc., the arbitration law teaching curriculum system is gradually improved and integrated. Through the establishment of a "Belt and Road" arbitration case file database and other measures, a complete arbitration law theory and practice teaching guarantee system has been established. Third parties are introduced, arbitration law experimental modules are developed, students are guided how to discover new knowledge, new contents are mastered, solidarity,

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cooperation, and problem-solving capabilities are cultivated in the practice of the "Belt and Road," and quality education, vocational education, and innovation education are organically integrated. In order to implement the requirements of arbitration law education, innovation development and collaborative management of arbitration law teaching practice base should be cultivated, thus giving full play to the effect of collaborative education between universities and arbitration institutions.

Key Words : "Belt and Road"; arbitration law, teaching and education, Supervision and management, system theory

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I . Introduction

As an independent system, the collaborative education of arbitration law teaching requires the establishment of core concepts, goal setting, and the establishment of related systems and mechanisms, as well as the coordination of various elements in the system, in order to make it play the best overall effect. In practice, the division of China's departmental laws, the disconnection between theory and practice, and the traditional academic thinking patterns affect the understanding of the knowledge structure of arbitration legal talents. The construction of colleges, teaching teams and research centers mostly revolve round departmental laws. The arbitration legal knowledge system is artificially torn; the student-centered, process-guaranteed and result-oriented arbitration master of law training model is "virtualized", the shaping of arbitration professionalism is ignored, the coverage of practical teaching is narrow, and the arbitration legal profession is mostly formalized. The lack of specialized curriculum systems, single faculty, formalized practical teaching, outdated curriculum, curriculum design and practical needs and development are not suitable; and some professional

curriculum standards and positioning are inaccurate and cannot be integrated into the "Belt and Road": The cutting-edge, latest research results and practical experience of the company cannot reflect the connotation, goals and requirements of "double innovation" education, and arbitrate problems such as ineffective monitoring of practical education and inconsistent evaluation standards and standards. In this regard, the academic circle mainly focuses on the training of foreign-related legal talents, arbitration hearings and debates, regional trade agreement dispute settlement, value, professional and ethical awareness, education management and evaluation, etc.¹⁾The arbitration law education system is not sufficiently targeted, integrated, balanced, and appropriate, and has proposed many design solutions. It is still necessary to make further demonstrations from the perspective of value goals, and it is necessary to give attention to possible value conflicts and conflicts of interest that may arise. Moreover, the existing researches outside the territory can hardly provide a convincing solution to the teaching problem of arbitration law in our country.

Since the "Belt and Road" initiative was first proposed, China's trade exchanges with countries along the route have become more frequent. While activating my country's foreign exchanges, arbitration, as an increasingly popular dispute resolution method, has also gained room for further development. On May 17, 2016, Comrade Xi Jinping emphasized the need to accelerate the construction of philosophy and social sciences with Chinese characteristics at a symposium on the work of philosophy and social

1) Yang Zhongxiao, "Exploring New Paths for Cultivating Foreign-related Legal Talents", Shanghai Education, 2012, Issue 15, pp. 76-77; Wang Ziyang and Xiao Yongping, "Mock Arbitration Tribunal Debate: Effective Methods for Training International Legal Talents", Chinese University Teaching, 2012, Issue 4, pp.64-67; Li Yuan and Wang Hongju, "Research on Investment Risks of Countries Along the Belt and Road", Journal of Hebei University of Economics and Business, 2018, Issue 4, pp.34-36; Guan Junbing, "The Model Choice of China's Regional Trade Dispute Resolution Mechanism in the Context of the 'One Belt and One Road'", Modern State-owned Enterprise Research, 2015, Issue 8, pp.21-22; Yang Yurong, "The Belt and Road dispute arbitration resolution Mechanism Research-Taking the Eastern Land-Sea Silk Road Economic Belt as an Example", Huxiang Forum, 2017, Issue 5, pp. 154-159; He Qisheng and Fan Xiaoliang, "Willem C. Vis Simulation of International Commercial Affairs from the Perspective of Legal Education Arbitration Debate Competition", Times of Law, 2012, Issue 4, pp. 112-120; Fu Zitang, Li Yan, "On the Linkage Mechanism of Master of Law Education and Professional Qualification Examination", Journal of Southwest University of Political Science and Law, 2014, Issue 5, pp.3-8; Liu Guobin, Sun Yajun, "Research on Countermeasures for Talent Training in Higher Education Institutions to Promote One Belt One Road Strategy", Vocational and Technical Education, 2016, Issue 17, pp. 20-23; Su Xin, "China Research on the Risks of Direct Investment in Countries along the Belt and Road", Master's thesis of Jilin University in 2017.

sciences. The Fourth Plenary Session of the Eighteenth Central Committee of the Communist Party of China decided to clearly propose “to perfect and improve the diversified dispute resolution mechanism, improve the arbitration system, and increase the credibility of arbitration”. The Supreme People’s Court clearly stated in the “Opinions on Deepening the Comprehensive Supporting Reforms of the Judicial System of the People’s Courts” that the establishment of the International Commercial Court of the Supreme People’s Court shall be strengthened, and mediation and arbitration institutions shall actively participate in the International Commercial Dispute Settlement Mechanism of the International Commercial Court of the Supreme People’s Court, and improve a "one-stop" international commercial dispute resolution platform that integrates mediation, arbitration and litigation. In the context of the many above-mentioned aspects, how to integrate the cutting-edge, latest research results and practical experience of the “Belt and Road” initiative from the perspective of development strategy, review the teaching and education of arbitration law in China, and make it play the best overall effect to satisfy The need for practical development has become an important issue that our country must face directly.

II. Systematic Education Mode of Arbitration Law Teaching

The so-called arbitration law education system means that the teaching of arbitration law inside and outside the school focuses on the "three-dimensional integration" of arbitration law knowledge, arbitration skills and arbitration conscience, so that the various elements in the system are coordinated and consistent, and arbitration law talents are employed and entrepreneurial. And the healthy development of the arbitration profession, and realize the transformation from traditional static arbitration law teaching to dynamic arbitration legal talent training. Among them, knowledge of arbitration law is the foundation and a necessary condition for mastering professional skills. As a learning purpose, the knowledge of arbitration law itself has great value. From the perspective of professional needs, the teaching of arbitration legal knowledge

and the training of professional skills are the "two wheels" of arbitration law teaching. Both are indispensable and are the core of arbitration law teaching. On the other hand, arbitration conscience is the essence of arbitration law teaching. Since arbitration law has the characteristics of knowledge, independence, homogeneity, organization, regulation, and monopoly, it is correspondingly required that professional arbitration practitioners should have good character and internalize this good professional ethics and conduct into a professional belief and professional pursuit,²⁾ externalized as the professional ability to discover and analyze problems, resolve contradictions in a fair and efficient manner, and achieve arbitration goals.

In the context of the "Belt and Road", strengthen the study of the systemic education model of arbitration law teaching. On the one hand, it will further promote the in-depth development of the "Belt and Road". The continuous advancement of the "Belt and Road" requires continuous improvement of the civil and commercial dispute resolution mechanism, requiring us to re-understand domestic arbitration, expand our international vision, actively integrate with international arbitration, and have the right to speak in international arbitration and participate in international arbitration rulemaking. China has incorporated civil and commercial arbitration as an important part of the implementation of its national strategy, actively preparing for the establishment of a "Belt and Road" dispute settlement mechanism and institutions, and conducting commercial arbitration pilot reforms in the free trade zone. At the same time, China has further promoted economic and legal exchanges between China and other countries in the world Cooperation. The indispensable dispute settlement mechanism in the process and the development strategy of arbitration law education have undoubtedly become an important guarantee for the in-depth development of internationalization and the "Belt and Road". On the other hand, it is necessary : to promote the strategic decision-making of the rule of law comprehensively . The Central Committee of the Communist Party of China's "Decision on Several Major Issues Concerning the Comprehensive Promotion of the Rule of Law" (hereinafter referred to as the "Decision") clearly proposes to "improve the arbitration system and increase the credibility of arbitration", and strengthen the professional construction of

2) Si Li, "Reflections on the Teaching of Chinese Legal Professional Ethics", Intellectual Property Press, 2013, pp7-9.

the rule of law team and the cultivation of the professionalism of legal talents. Arbitration law education requires a grasp of our country's national conditions and the arbitration profession in our country, as well as the necessary political quality, moral character and legal professionalism. Under the background of "Belt and Road", it is a simple training plan and innovation of education concept under the new development situation of arbitration law education. Through the establishment of the arbitration law talent cultivation and incubation mechanism, the employment and entrepreneurship, career development and scientific research of arbitration law talents will be promoted, and the traditional static arbitration law education will be transformed into the training of dynamic law talents. At the same time, in the context of the "Belt and Road", in response to the problems in the development of China's arbitration law education, from the perspective of system theory, the reform of arbitration law teaching should be promoted in accordance with local conditions, and explored to form an enhanced feature, focus on innovation, and quality improvement as the core. It is providing a new path for an excellent arbitration law education theoretical practice system that is connotative, normalized, and standardized.

By introducing the system theory proposed by Libertarian in the 1940s into the collaborative education system of arbitration law teaching,³⁾ aiming to determine and investigate the integral, structure, evolution and goal of the collaborative education system of arbitration law teaching, and then carry out a systematic analysis based on the characteristics of these elements.

1. Optimization of the overall objectives of the course

Under the background of the "Belt and Road", research on the development direction, development speed and quality, development points and major choices, plans and strategies of arbitration law education, put forward the long-term development goals and short-term development goals of arbitration law education, and determine the development ability required by arbitration law education is to identify and solve the problems that restrict the development of arbitration law education, and realize the rapid, healthy and sustainable development of arbitration law education.

3) Jiang Xiule, "System Science Dictionary", Shaanxi People's Teaching Press, 1991, p.4.

Therefore, the overall goal of systematic education of arbitration law teaching is achieved by decomposing specific curriculum goals and curriculum system structure goals: the setting of courses and the choice of content depend on other courses. Therefore, we should use modern teaching concepts and strategies as guidance, and introduce modern teaching concepts such as constitutional and cognitive learning, behavior and humanism into the teaching of arbitration law. At the same time, following the teaching characteristics of arbitration law, integrating theory and practice, focusing on cultivating and forging students' ability to propose, analyze and solve problems, and improve arbitration professional skills and professional ethics. Based on the differences in the knowledge and practical experience of arbitration among students of different grades, it is necessary to treat the teaching objects at different levels, and to promote the organic connection between various courses by layering and refining the overall training objectives of the curriculum system, so that the setting of the curriculum system is more scientific and standardized.

2. The Reasonable construction of teaching system

In the speciality construction, the training of arbitration legal talents based on professional skills and professional ethics, the design of arbitration legal talent training programs, the core curriculum system, the construction of teaching teams and training bases, and the construction of precise teaching management are structured in an orderly manner through the above elements. The operation of arbitration law, especially the integration of the forefront of theory, the latest research results and practical experience, has specifically solved the problem of disconnection between knowledge, skills and professionalism in the teaching of arbitration law. From the perspective of the differentiation of the content of the process and the needs of practical development, courses such as "The Art of Arbitration Communication" and "Legal Issues in Arbitration" are set up.

3. Timely adjustment of teaching objectives

The primary goal of arbitration law teaching is to enable students to transform

theory into quality, and then transform knowledge into skills and abilities. It can be seen that the collaborative education process of arbitration law teaching is actually not only a process of teaching information dissemination, but also an evolving process from which teachers begin to convey to students and then internalize by students. Therefore, in the transmission of teaching information, it is necessary to conduct an objective analysis of the current teaching and student situation, and formulate a teaching plan that conforms to the reality. As far as teaching theory is concerned, the design of "Trinity" collaborative education has an impact on teaching effects, learning tasks and student status. Learning theory explores the learning process and results, while the focus of collaborative education is to promote effective learning and forge arbitration legal persons with good conduct. Therefore, teachers should more decompose the teaching activities step by step, properly handle the relationship between arbitration law knowledge, professional skills, and professional ethics and ethics, and adjust them in time according to their characteristics, and then choose appropriate teaching methods. Seek the best teaching effect.

4. Reform and innovation of teaching activities

With the development of society and changes in demand, the goals and implementation methods of collaborative education of arbitration legal talents should also change accordingly. Collaborative education is a relatively stable teaching activity structure framework and activity procedure established under a certain teaching theory. As a framework structure, it emphasizes grasping the overall relationship and function of the cooperative education teaching activities of arbitration law and the various elements, and highlights the orderliness and penetrability of its operation. Modern university education must not only get out of the ivory tower, but also accept and surpass new ideas, new knowledge, and new culture. Therefore, the teaching of arbitration law needs to overcome and dispel the rigid and conservative ideological constraints, and set up a curriculum system that keeps pace with the times. Following the advancement of the "Belt and Road" initiative, we will continuously adjust, update, enrich and reform the curriculum system to make it develop steadily and achieve a dynamic, balanced and orderly state.

Ⅲ. The Main Body of Educating Students in Teaching System of Arbitration Law

At present, universities and arbitration institutions lack all-round connection and full-process interaction in the teaching of arbitration law, causing students to passively accept internship tasks and even respond to the process of arbitration law practice in a "shepherd way". Students are not active and active in participating in internships. Severely insufficient endogenous motivation, outdated curriculum, curriculum system design are not suitable for the development of practical needs and some professional curriculum standards and positioning are inaccurate, it is difficult to integrate into the cutting-edge and latest research under the "Belt and Road" Achievements and practice are difficult to reflect the connotation, goals and requirements of "double innovation" teaching, which greatly reduces the goals of arbitration law teaching, and it is difficult to guarantee the training goals.

The Ministry of Education's "Opinions on Accelerating the Construction of High-level Undergraduate Teaching and Comprehensively Improving the Ability to Cultivate Talents" and the Ministry of Education and the Central Political and Legal Committee's "Opinions on the Implementation of the Teaching and Training Plan 2.0 for Excellent Legal Talents" pointed out that accurately positioning talent training to meet the needs of the industry, improve the collaborative education mechanism. Swiss psychologist Jean Piaget's theory of constructing subject learning "based on the subject's existing knowledge and experience" tells us that it is necessary to complete the systematic construction of students' practical ability, exploration and discovery ability, ⁴innovation ability and professional adaptability. It is necessary to innovate the teaching system and organizational model of arbitration law by means of dual-subject collaborative education, and form a new mechanism and new mechanism of "co-building a training platform, discussing teaching plans, co-organizing a guiding team, co-managing the process of practice, and co-constructing teaching quality" mode.

4) Jiang Quan, "Study on Problem-Based Learning Strategies from the Perspective of Constructivism", Journal of Qiqihar Teachers College, 2009, Issue 5, pp. 9-10.

1. Determination of the training program

Universities and arbitration institutions jointly develop the teaching objectives, content, plans, procedures, guiding documents and related management systems of universal arbitration legal practice. Combining the actual situation of students, formulate a personalized training plan that is tailored to each individual to ensure that the practical teaching objectives of arbitration law are accurate and clear, and the training focus is prominent and clear.

2. Composition of practical teaching

In accordance with the requirements for the cultivation of student ability systems, universities and arbitration institutions have jointly constructed an arbitration law practice teaching system consisting of multiple modules including practical forms, teaching content, ability improvement paths, quality evaluation methods, etc., based on in-depth discussions, to fully implement coordination. The concept of teaching and educating people, promoting students' knowledge application, ability improvement, and quality development of the "trinity" training.

3. Selection of internship positions

Establish a "two-way selection" mechanism between arbitration institutions and students on the internship information platform to meet the two-way selection needs of arbitration institutions and students. After the students are stationed in the arbitration institution, the arbitration institution will train the students in a multi-dimensional and omni-directional standard in accordance with the established arbitration trial process, professional skills and professionalism.

4. Guidance in the teaching process

The internship guidance team is formed by university teachers and practical experts to strengthen the guidance. University teachers are mainly responsible for the

theoretical guidance and daily management of the internship site; practical tutors are responsible for the guidance of students' practical skills, and provide special lectures on career planning and legal skills. The internship guidance team has close contact and organic interaction, and jointly implements the "regulations" requirements of the established teaching plan and the "special" settings in the personalized training program.

5. Refining of evaluation criteria

Compare the practical teaching standards and the work standards of the arbitration profession, find out the differences between the two and analyze their causes, integrate the commonalities, and set the practical teaching to meet the needs of the arbitration profession as the ultimate goal. On the basis of mastering the characteristics of practical learning, professional needs and analyzing the causes that affect the quality of practical learning, improve the evaluation method of practical teaching quality, so that the quality of practical teaching can be presented in a digital representation, and ensure that the quality of arbitration practical teaching is well-founded. Starting from the actual situation of students, identify the "pain points", make up for shortcomings, and complete a more scientific practical teaching management system. At the same time, differentiated guidance is implemented for practical teaching, focusing on motivating students with poor practical ability, and actively guiding students with high-quality internship results, so that the overall internship quality can reach a higher level.

IV. Supervision of Education of Arbitration Law Teaching System

Aiming at the current status of arbitration law teaching such as standardized tracking supervision and lack of feedback mechanisms, taking the variables of the student's characteristic state as the starting point, using relatively mature basic theoretical

knowledge of cybernetics, perfecting a set of transferable arbitration law teaching quality supervision mechanism. The arbitration law talent training system can be optimally operated.

"Dual closed-loop control" composed of dual control systems and dual information feedback devices.⁵⁾ It is to improve the control of the outer loop by setting the inner loop variable, so that it has a certain dynamic automatic adaptability. From the perspective of the automatic feedback principle of the closed-loop control system, based on the similarity between the cooperative education supervision of arbitration law teaching in universities and the "dual closed-loop control" system, the cooperative education supervision of arbitration law teaching can be regarded as internal loop feedback and monitoring. And the closed-loop paradigm of outer loop feedback evaluation, through the analysis of the relationship between the state variables of collaborative education, discover the law of transmission in the collaborative education evaluation system, so as to improve its quality evaluation and supervision mechanism, and make the collaborative education system operate benignly. Through the establishment of an information management platform, innovative curriculum development and teaching models that combine theory and practice, improve the arbitration law teaching information tracking mechanism developed by the "Belt and Road" initiative. Through the feedback, combing and analysis of the graduate students' employment trend and practical work situation, review the arbitration law professional curriculum and teaching quality issues, and serve as a way to revise, update and adjust majors and curriculum settings, and improve and perfect teaching content and methods important reference.

1. Supervision method

With students as the main body, the lecturer supervises and guides teachers, guides teachers to assign learning tasks, clarifies learning goals, and proposes a constructive learning process, allowing students to master the initiative of learning and participate in the arbitration process. The practical teaching is divided into two stages: classroom

5) Liu Jiayu, "A Review of Wiener's Cybernetics Thinking Method", Journal of Daqing Normal University, 2004, Issue 2, pp. 17-19.

teaching and practical teaching. The former weakens the basic theoretical knowledge and requires students to reflect on the theoretical basis in practical operations, comprehend how practical techniques are generated from theories, cultivate their inductive thinking, and guide students to master arbitration in practice to cultivate divergent thinking. The latter requires students to participate in practice in accordance with arbitration procedures and models, so that their thinking style and level, especially the ability to find and solve problems, are once again improved on the basis of classroom teaching. Finally, the points of each link of practical teaching are used to evaluate and test the learning effect.

2. Running process

An inner ring system composed of the Office of Academic Affairs, Departments, Teachers, School Students and Teaching Supervisors, in a normal practical teaching environment, evaluates students' learning effects, on-campus training, off-campus internships, and teachers' classroom teaching. Supervising the implementation of practical teaching through lectures, student seminars, teaching evaluation activities and special inspections. At the same time, the outer ring system is composed of employment quality evaluation, third-party institutions, arbitration institutions and society, which evaluates graduate students' employment trends and satisfaction, recognition of practice departments, and graduates' sustainable development potential. That is to follow the goal of talent training→ collaboratively determine the variables of each state of practice teaching, adjust the importance of the state in proportion to the weight of the state, output the comparison between the actual feedback value and the preset expected value, establish an evaluation system→ use teaching supervision, teacher evaluation, and student discussion, method of monitoring, collecting and summarizing data→ the evaluation of the quality of graduates' practical teaching by the employment quality evaluation department, third parties, arbitration institutions and the society, data collection and evaluation→ feedback and improvement of the evaluation system.

3. Feedback results

In the supervision of the teaching of arbitration law, the evaluation results are fed back to the various links of talent training and employers through the supervision body, and the feedback information is continuously refined and systematically adjusted according to the facts. Combined with the automatic feedback principle of the evaluation system, the feedback data is used to discover, analyze and solve problems in various links, self-regulate the relevant content of legal practice teaching, constantly update the training position of arbitration legal talents, and optimize the training goals of arbitration legal talents. In response to the problems in the training of arbitration law talents, the supervisory body uses information means to intervene in all parties to promote the reform of talent training, and use this result as the main basis for guiding the professional layout to improve and innovate the teaching mechanism of arbitration law.

Based on the objective needs of the "Belt and Road", from the perspective of the arbitration training process and the development of action-oriented practical courses, the needs of arbitration training should be integrated with teaching activities, so that theoretical knowledge and practical skills can grow simultaneously to achieve training aims. Facts have proved that the teaching development strategy of arbitration law is a huge and complex system. How to organically combine the learning of systematic theoretical knowledge with the forging of professional arbitration skills, and construct a systematic, operability, and suitable arbitration law teaching development mode is particularly important and necessary.

V. Development of Educational System of Arbitration Law

The "Triple Helix Theory" founded by Henri Etzkowitz and Reutredesdorf can be derived,⁶⁾ the government mainly formulates policies, integrates resources, and guides the training of arbitration legal talents in universities; arbitration institutions provide

service support for the training of arbitration legal talents and channels for the transformation of talent training results; universities engage in arbitration legal talents in accordance with policy requirements and market needs. Training work provide systematic arbitration teaching services. The practical teaching of arbitration law in the form of internships and internships needs to rely on abundant arbitration practical teaching resources. Due to the limitations of space and funds, adopting the "triple helix" cooperation model to connect with arbitration institutions to build an off-campus practice teaching base is an important way to realize the scale and standardization of arbitration law practice teaching resources and improve the stability of the practice base.

According to the theory of "teaching (service) market", following the ideas of functional complex, diversified construction, and standardized management, a batch of multi-functional training bases will be built through school preparation and cooperation. Internally, through the establishment of a "Belt and Road" arbitration case database and a mock arbitration examination question bank, the organization of the compilation of "Belt and Road" arbitration legal practice teaching materials, and the construction of an arbitration legal practice teaching experiment center, etc., to lay a solid foundation for arbitration legal practice teaching.⁷⁾ At the same time, the introduction of third-party roles in teaching, research and development and operation of arbitration legal experiment modules, and continuously improve students' arbitration practical ability; externally, through the improvement of the "triple helix" cooperation model, promote the development of off-campus practical teaching bases and collaborative management. The practice teaching of arbitration law is a teaching form that promotes students' second understanding and application extension of arbitration theory knowledge, which plays an irreplaceable role in promoting high-quality arbitration legal talents who shape knowledge application, ability improvement and quality expansion.

The teaching process of arbitration law practice is a process of close interaction

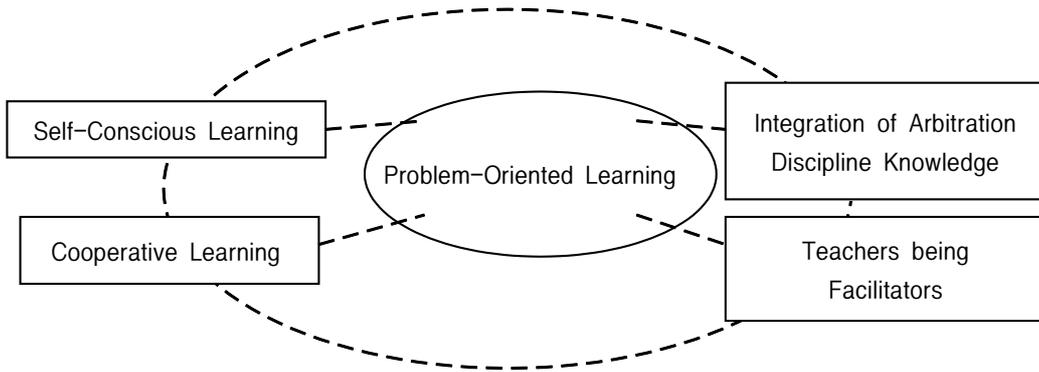
6) Peng Xujuan and Peng Xumei, "Analysis on the Cultivation of Entrepreneurship Ability of Entrepreneurial Universities Based on the Triple Helix Theory", *Heilongjiang Higher Education Research*, 2007, Issue 12, pp. 106-108.

7) Chen Jianmin, "Practical Legal Teaching Lectures-Taking the Classroom as a Society", *Tsinghua University Press*, 2009, pp. 10-11.

between colleges and schools, teaching and learning, and knowing and doing, which continuously promotes students to "learning by doing".⁸⁾ The focus of the study is on arbitration legal practice teaching and repeated training, so that students are proficient in the arbitration trial process and practical operation methods, especially the operation of arbitration legal procedures under the background of "Internet +"; the focus is on the application of arbitration law theory in practice. Give full play to the methods and paths of professional expertise to solve practical problems, as well as match professional standards and job requirements to form qualities, skills and attitudes suitable for the profession. Colleges and universities attach great importance to the deep integration of "industry and teaching", innovate from the practical teaching concept of arbitration law, and promote the innovation of training models, curriculum systems and teaching methods through the innovation of arbitration concepts. To put it concretely, in terms of the training model, professional construction is the forerunner, professional orientation is the basis, to drive the adjustment and construction of the arbitration profession, guide the innovation of curriculum, teaching content and teaching methods, and make the teaching of arbitration law practical and effective. Inclusiveness and innovation have been demonstrated, forming a practice-led teaching and research model that spans departmental laws and is systematic. In the curriculum system, based on the principles of practicality, effectiveness, and advancement, set arbitration curriculum goals, construct learning modules integrating knowledge, skills and humanities, develop courses suitable for students to learn independently, and introduce the latest scientific research results and operating skills of the subject into the curriculum system. In addition, we must integrate "double innovation" teaching into the goal of talent training, clarify ideas, and innovate models. Refer to arbitration professional qualification standards, reform the arbitration course system and teaching content, formulate teaching standards by classification, increase the proportion of practical teaching, implement the requirements of professional quality standards, deepen the reform of practical teaching methods, and strengthen the construction of multi-functional training bases. Through the incorporation of project teaching, inquiry-based teaching methods, change the traditional knowledge-based,

8) Cui Guofu and Zhu Meiyong, "An Interpretation of 'Learning by Doing' and the Survival Theory of Education: An Analysis of Dewey's Pragmatic Survival Theory of Learning and Education", *Foreign Education Research*, 2005, Issue 4, pp. 15-19.

teacher-centered teaching model, form a teaching situation centered on ability, quality, and student, and realize teaching, learning and application organic combination promotes the optimization of teaching effects.



VI. Conclusion

In the arbitration law teaching and training system, arbitration legal knowledge, arbitration skills and arbitration conscience are complementary and inseparable. Following the "Decision" "Improve the arbitration system and increase the credibility of arbitration", the Central Office and the State Council issued "Several Opinions on Improving the Arbitration System and increasing the Credibility of Arbitration", and the Fourth Plenary Session of the 19th Central Committee of the Communist Party of China "Promoting the National Governance System" and The goal of "modernization of governance capabilities" is steadily advancing. As General Secretary Xi Jinping put forward in the report of the 19th National Congress of the Communist Party of China, colleges and universities "deepen the integration of production and education, and school-enterprise cooperation", implement the fundamental tasks of foster people, and cultivate morality. The Opinions of Socialist builders and successors with comprehensive development of intellectual, physical, art and labor, and "Opinions on Accelerating the Construction of High-level Undergraduate Teaching and Comprehensively Improving Talent Training Ability", and "Adhere to Moral and Law,

and Implement the Teaching and Training Plan for Excellent Legal Talent 2.0 "are advancing steadily, and the "trinity" collaborative education model of arbitration law teaching needs to continuously deepen the horizontal and vertical dimensions of its research, broaden the theoretical vision of its development strategy, and provide a platform for departmental law and multidisciplinary exchanges and dialogues. At the same time, it continuously reveals the law and trend of the development of arbitration law education, enriches and develops China's arbitration law education and teaching development strategy, and strives to explore the formation of a connotative, normalized, and standardized excellent arbitration with enhanced characteristics, focus on innovation, and quality improvement as the core to provide new path of the teaching theory and practice system for training legal talents. System theory believes that no matter what kind of system, the ability to survive is limited, and it is impossible to keep its basic structure, characteristics, and behavior unchanged forever.⁹⁾ The theoretical framework and practical interpretation of the teaching and educating of arbitration law are brand-new propositions with unique vitality. The practice of arbitration law teaching and educating is the best theoretical summary. Only the arbitration law teaching and educating theory that has been verified in the arbitration law teaching and educating practice will have continuous vitality. These valuable theories and ideas will surely promote the better development of the arbitration law teaching and educating practice. We sincerely hope that the research results will promote the scientific and standardized development of arbitration law teaching and education. At the same time, we will track the development of theory and practice of arbitration law teaching and education, and continue to deepen the systematic exploration of arbitration law teaching and education with Chinese characteristics in the new era. Arbitration Law Teaching Cooperative Education only by cultivating innovative arbitration legal practitioners who have deep thinking, breadth of knowledge, strong skills, strong ethics and conscience can lead Chinese arbitration to the world, so as to adapt to the comprehensive rule of law and the development of the "Belt and Road" objective needs.

9) Gu Guofeng and Zhang Xiuying, "Research on the Formation and Evolution Mechanism of Dissipative Structure of Regional Economic System", *Journal of Northeast Normal University (Natural Science)*, 2005, Issue 3, pp. 119-124.

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