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Enen Research on cultivation mechanism of Rule of law Literacy of Local College students in China

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Abstract

This paper firstly explores the ways of legal literacy cultivation of college students, analyzes the specific contents of school cultivation, family cultivation and self-acquisition methods. Then, we use hierarchical analysis and gray correlation analysis to evaluate the level of legal literacy cultivation of college students, use AHP to determine the weights, establish a hierarchical structure, divide the problem into several levels, and find its weight values and combined weight coefficients respectively. Then we combined the gray correlation analysis to calculate the correlation coefficient and gray correlation degree to get the correlation degree of the target layer. Finally, we analyzed the cultivation effect of each dimension and the existing problems as well as put forward targeted opinions. In the dimension of usage ability, college students' "ability to judge legal actions", "ability to predict legal consequences", "ability to choose remedies" and "ability to express claims legally" were analyzed. The mean values of "ability to express demands legally" are 4.25, 4.16, 3.98 and 4.07 respectively, which are lower than the overall mean value of rule of law literacy of college students. As for the effectiveness of legal teaching, 63.3% of them think the teaching methods are not diversified enough, 83.5% of them think the course contents are old, and 80.3% of them think the teachers' teaching level is not high. At present, there are still many problems in the cultivation of legal literacy among college students, which need to be paid attention to urgently.

Keywords: AHP to determine weights; local institutions; legal literacy; hierarchical analysis; grey correlation analysis

Introduction

College students in the new era are the successors of socialist modernization construction, and improving rule of law literacy is not only to cultivate their own skills and responsibilities, but also to have the ability and strength to solve things after entering the society (Jiang B 2015; Ma, 2020). The improvement of university students' rule of law literacy is related to the smooth implementation of the rule of law, the construction of harmonious campus and the healthy growth of individuals (W. L. J, 2019; Viacheslavovna, 2012). College students in the new era

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should have the characteristics of the times and more civilized literacy in order to become the national talent, which is of great practical significance to promote the construction of the rule of law in the country (C. Liu, 2021).

The literature (C. Y, 2019) analyzed the impact of rule of law awareness on campus and found that the content of the rule of law in the transfer was not much involved. In addition, some schools are currently not aware of the rule of law awareness development efforts, and there is a need for improvement in the rule of law awareness development efforts. The literature (U, 2016) suggests that by improving the form of education in the classroom and using various social practice activities to help college students build a framework for the rule of law. Using the Internet and other forms, rich online teaching resources are developed to promote the gradual formation of awareness of the rule of law among college students, and different channels are used to continuously create a good atmosphere for the rule of law on campus and further strengthen the effectiveness at the institutional level. Literature (J, 2015) mentions that students' rule of law ideology is mainly carried out in schools, and it should not just be formalistic and just instill knowledge into students.

Full attention should be given to the cultivation of students' rule of law intention, which should be truly realized in the formal education system. The literature (L. Liu, 2017) points out that legal concepts should be cultivated at the primary and secondary school levels, and also emphasizes the importance of schools for the cultivation of rule of law awareness. The literature (Feng J 2016) points out that enhancing rule of law literacy is an important part of moral education, a key foundation for governing schools according to law, and a fundamental guarantee for the rule of law. The literature (Yang M 2017) considers that enhancing rule of law literacy is a basic requirement for talent cultivation.

The literature (Ya-Li M A 2019) argues that the reasons for the lack of rule of law literacy among college students come from the various types of people they are exposed to in society, the self-perception that rule of law literacy is not mandatory, academic pressure and life pressure.

The literature (Peng G 2019) believes that the lack of rule of law literacy lies in the traditional idea of rule of man and human relations, corruption in society, disorder in the social transition, and the lack of 'pre-culture'. Literature (Guo X J 2014) argues that the factors affecting rule of law literacy originate from the new media, due to the conflict between the popularity of media information and the lack of cognition of rule of law among college students, the dilemma between the misbehavior of college students online and the lack of rule of law education, and the contradiction between the progress of network technology and the weak awareness of rule of law among students.

The literature (Jia-Lan X U 2014) argues that the improvement of rule of law literacy among college students requires the establishment of three systems, i.e., rule of law theoretical education system, practical education system and cultural inculcation, which has its own unique system

from the macroscopic point of view and also gives detailed methods for rule of law literacy improvement.

The literature (W. Y, 2019) argues that the development of rule of law literacy should be carried out in three aspects, namely, the subset curriculum, the content of the curriculum, and the development of rule of law literacy in primary and secondary schools.

The literature (Li-Jing L I 2018) suggested that rule of law education cannot keep up with the speed of popularization of the Internet, and that misbehavior of college students on the Internet happens from time to time. The literature (L. J, 2019) argues that the improvement of rule of law literacy is not only a driving force to promote the comprehensive rule of law, but also to make college students become qualified socialist modern citizens and meet the society.

This paper first explores the ways of cultivating rule of law literacy among college students, including school cultivation, family cultivation and self-acquisition ways, and explores the ways of school cultivation and the channels of self-acquisition of legal knowledge respectively.

Then, we use hierarchical analysis and gray correlation method to evaluate the cultivation of legal literacy among college students. AHP was used to determine the weights, establish a hierarchical structure, divide the problem into several levels, and find the weight values and combined weight coefficients respectively, and get the weights of each index according to the distribution of the lowest level weights.

Then, we used gray correlation analysis to determine the comparison and reference series, and calculated the correlation coefficients and gray correlation degree to obtain the correlation degree of the target level. Then, we analyzed the effect of college students' developmental literacy training and the existing problems, such as uneven overall effect, poor satisfaction of legal course and poor teaching effect. Finally, the strategy to improve the legal literacy cultivation of college students is proposed for the existing problems.

Ways to cultivate rule of law literacy among college students in local colleges and universities in China

School cultivation of rule of law literacy among college students

Youth rule of law literacy development is the yardstick of the country's democratization and rule of law construction, and the state regulates its rule of law literacy development mainly through the formulation of guidelines and policies.

Self-acquisition of rule of law literacy among college students

In terms of access to law, 67% chose ideological and political education courses, it can be seen that the courses set by schools are one of the main sources of legal knowledge for school students, as school students can acquire legal knowledge through the teaching of school courses in the classroom in an offline way. 68.87% of students chose books, newspapers and magazines,

books are the main carrier for school students to acquire knowledge.

The highest proportion of college students (73.91%) chose online media, mainly because now is the era of Internet, the network spreads fast and wide, students can get relevant legal knowledge in the first time. 57.52% of students chose social propaganda, and various groups of society outside classroom have certain effectiveness in promoting legal knowledge. 38.61% of students chose their own experience in daily life and acquired legal knowledge by their own practice. About one-fifth (21.74%) of the students chose family education, which shows that the proportion of family education is relatively small and does not give full play to the role of the first position of student education.

No students chose other options. From the above questions, we can see that school curriculum, online media, books, newspapers and magazines and social propaganda give full play to their roles and occupy the main sources of the channels for college students to obtain knowledge of the rule of law, but the subjective initiative of their own experience and family education needs to be further improved. Figure 1 shows the channels through which college students acquire legal knowledge.

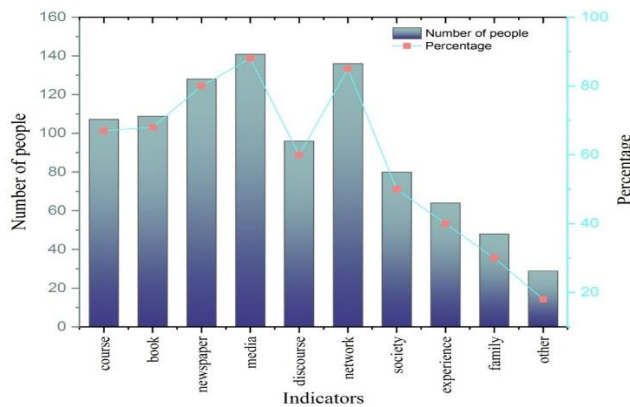


Figure 1: Access to legal knowledge for university students

Evaluation methods of rule of law literacy training for college students

Hierarchical analysis method

Hierarchical analysis is particularly suitable for situations where the results of a decision are not easily measured directly and accurately, and is characterized by the use of less quantitative information to mathematize the thinking process of the decision.

The AHP method decomposes the elements related to decision making into objective level, criterion level, solution level, etc., based on which qualitative and quantitative analysis is conducted.

The basic steps of the hierarchical analysis method are as follows.

(1) Establishing a hierarchical structure

To determine the weights using AHP, firstly, a hierarchical structure is established to divide the problem into several levels.

(2) Finding the weight value

Let the current layer element be C_1, C_2, \dots, C_i and the related previous layer be B , then for B , for all factor, C_1, C_2, \dots, C_i , a two-by-two comparison is performed. According to the scale of the judgment matrix, the value $a_{ij} (i, j = 1, 2, \dots, n)$ is obtained, that is:

$$C_B = (a_{ij})_{m \times n} = \begin{pmatrix} a_{11} & \cdots & a_{1n} \\ \vdots & \ddots & \vdots \\ a_{m1} & \cdots & a_{mn} \end{pmatrix} \quad (1)$$

C_B is the judgment matrix of C_1, C_2, \dots, C_i with respect to the previous level B . The largest eigenroot of C_B is λ_{\max} and the normalized eigenvector belonging to λ_{\max} is $\omega = (\omega_1 \ \omega_2 \ \cdots \ \omega_n)^T$. The eigenvector ω gives the ranking of C_1, C_2, \dots, C_i with respect to B in terms of importance. Normalizing $\overline{\omega}_i$ yields:

$$\omega_i = \frac{\overline{\omega}_i}{\sum_{k=1}^n \overline{\omega}_k} \quad (i = 1, 2, \dots, n) \quad (2)$$

is the i nd component of the eigenvector ω , the largest eigenroot:

$$\lambda_{\max} = \sum_{k=1}^n \frac{(A\overline{\omega})_i}{n\overline{\omega}_i} = \sum_{k=1}^n \frac{\sum_{k=1}^n a_{ki} \overline{\omega}_k}{n\overline{\omega}_i} \quad (3)$$

(3) Find the combination weight coefficient

Assuming that the factor at the current level is C_1, C_2, \dots, C_n and the factor at the relevant previous level is B_1, B_2, \dots, B_n , then for each B_i , a weight vector is obtained:

$$\omega_i = (\omega_1^i \ \omega_2^i \ \cdots \ \omega_n^i)^T \quad (i = 1, 2, \dots, n) \quad (4)$$

If the weight of each of the upper m factors is $b = (b_1 \ b_2 \ \cdots \ b_n)^T$, then the current combined weight coefficient of each factor is:

$$\sum_{i=1}^m b_i \omega_1^i, \sum_{i=1}^m b_i \omega_2^i, \dots, \sum_{i=1}^m b_i \omega_n^i \quad (5)$$

This is continued until the combination weights of all factors in the lowest tier are found. Finally, the weights of each indicator are obtained according to the distribution of weights in the lowest layer. Y_k is the matrix of weight vectors of all factors in layer k relative to the relevant factors in the upper layer, then the vector of combined weight coefficients in layer k is:

$$W_k = Y_k Y_{k-1} \dots Y_1 (Y_1 = 1) \quad (6)$$

(4) Consistency test

When we get the judgment matrix C_B , sometimes there is inconsistency, and then we need to perform consistency test. Generally as long as $CR < 0.1$, we consider that matrix C_B has consistency and is satisfactory.

$$CI = \lambda_{max} / (n-1)$$

$$CR = \frac{CI}{RI} \quad (7)$$

Figure 2 shows the structure of hierarchical analysis method.

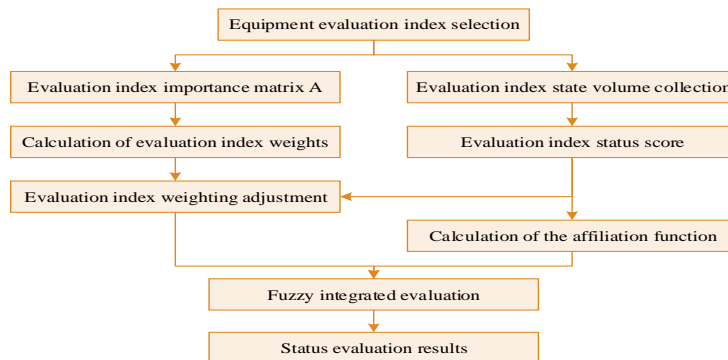


Figure 2: Structure of the hierarchical analysis method

Theoretical Review of Gray Correlation Analysis

Definition of grey correlation analysis

Gray correlation analysis does not require a large number of samples with typical distribution of data, and the calculation is relatively simple. It is now widely used in various aspects of social development.

Basic steps of gray correlation analysis method

(1) Determine the comparison series and the reference series

Select a reference data column $x_0 = (x_{01}, x_{02}, \dots, x_{0n})$. There are m comparison columns x_1, x_2, \dots, x_m

$$x_i = (x_{i1}, x_{i2}, \dots, x_{in}) (i = 1, 2, \dots, m) \tag{8}$$

The elements in the reference data column take the value of the best indicator or the target indicator value. In the comparison column, $x_{i1}, x_{i2}, \dots, x_{in}$ is the value of each indicator of the evaluated unit.

(2) Standardization of variable series

In the calculation of the off-connected number line, may encounter different units or different initial values of the series, then to carry out the dimensionless, standardization process. The following formula is often used for processing.

$$y_{ij} = \frac{x_{ij}}{x_{0j}} (i = 1, 2, \dots, m; j = 1, 2, \dots, n) \tag{9}$$

(3) Calculation of correlation coefficient

Calculate the number of correlation coefficients of X_i to X_0 over the j rd element according to the following formula ($j = 1, 2, 3, \dots, n$)

$$\xi = \frac{\min_r \min_j |x_{0j} - x_{ij}| + \rho \max_r \max_j |x_{0j} - x_{ij}|}{|x_{0j} - x_{ij}| + \rho \max_r \max_j |x_{0j} - x_{ij}|} \tag{10}$$

ρ is the discriminant coefficient, which takes the value between 0 and 1, and generally takes 0.5.

(4) Calculate the gray correlation degree

$$R_i = \frac{1}{n} \sum_{j=1}^n \xi_{ij} \tag{11}$$

According to the second step of the AHP method to obtain the weight of this level of indicators relative to the previous level $\omega = (\omega_1 \ \omega_2 \ \dots \ \omega_n)$. so that after the combination of the gray correlation degree calculation formula is:

$$R_i = r(x_0, x_i) = \sum_{j=1}^n \omega_k \xi_{ij} (k \text{ is the } k\text{th level})(12)$$

Using this formula, the association degree of each layer is calculated layer by layer starting from the bottom layer, and finally the association degree of the target layer is obtained.

Figure 3 shows the hierarchy of gray correlation analysis method.

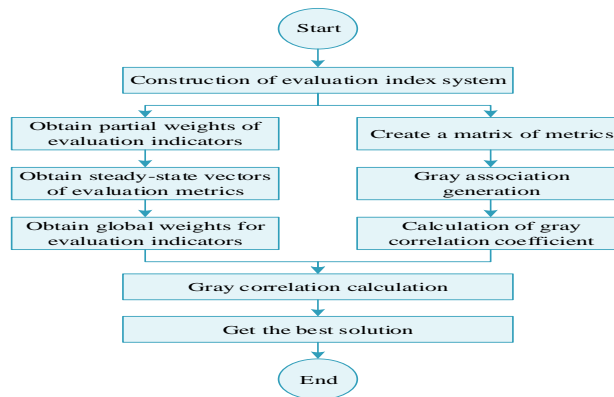


Figure 3: Hierarchy of grey correlation analysis

Analysis of the effect of legal literacy cultivation of college students based on AHP-Grey correlation method

After understanding the current situation of rule of law literacy cultivation among college students, we need to clarify the actual cultivation effect of college students under this cultivation status, and evaluate the current legal literacy ability of college students by using hierarchical analysis and gray correlation method to know the advantages and shortcomings of the current rule of law literacy cultivation status of college students. In this paper, three university students were selected as the research subjects, and 352 valid questionnaires were collected from students of three high schools in cities A, B and C through self-administered questionnaires. The questionnaire mainly investigates the cultivation effect from six dimensions: the subject of rule of law literacy cultivation, the content of rule of law literacy cultivation, rule of law knowledge, rule of law emotion, rule of law consciousness and rule of law behavior, which also includes the ways and means of rule of law literacy cultivation, in order to understand the actual effect of the current rule of law literacy cultivation among college students.

The overall effect of rule of law literacy cultivation among college students is uneven

The questionnaire uses a five-point Likert scale to assign values to the options, and higher scores represent higher agreement with the issue among college students. The descriptive statistical values of the dimensions of the effectiveness of rule of law literacy among college students are shown in Table 1. The overall effect of rule of law literacy training among college students is

uneven. The average score of rule of law emotion of college students is 3.12, which proves that college students think their rule of law emotion is more positive.

The mean scores of rule of law literacy training content, rule of law knowledge and rule of law consciousness are all around 3.9, and the mean score of rule of law literacy training main body is 3.16, which indicates that rule of law training training main body and rule of law training content need to be strengthened and improved, and college students' rule of law knowledge and rule of law consciousness are at a medium level and need to be strengthened. And the average score of rule of law behavior is 2.8, which is lower than the average score of theory (3), indicating that the practice level of rule of law behavior of college students is poor.

Table 1: Descriptive statistics on the effectiveness of rule of law literacy development

Dimensions	Number of people	Min	Maximum value	Mean value	Standard Deviation	Number of questions	Number of questions
Subjects of rule of law literacy development	352	18	38	3.16	4.124	10	10
Content of legal literacy development	352	3	16	3.968	2.126	4	4
Knowledge of the rule of law	352	4	16	3.988	2.229	4	4
Emotions about the rule of law	352	6	16	3.12	1.834	4	4
Awareness of the rule of law	352	6	16	3.985	2.276	4	4
Rule of law behaviour	352	4	13	2.808	2.109	4	4

From the data in the table, in the dimension of rule of law knowledge, the mean values of "the level of mastery of common legal knowledge" and "the level of knowledge and understanding of rule of law concepts and principles" are 3.988 and 3.89 respectively.

The mean values of "ability to judge legal actions," "ability to predict legal consequences," "ability to choose remedies," and "ability to express demands legally" are 3.988 and 3.89, respectively. The mean values of "ability to express demands legally" were 4.25, 4.16, 3.98 and 4.07, respectively. in the dimension of rule of law concept and rule of law literacy, the mean values of single questions were higher than the overall mean value of 4.25 for rule of law literacy of college students. figure 4 shows the overall description of the status of rule of law literacy of college students.

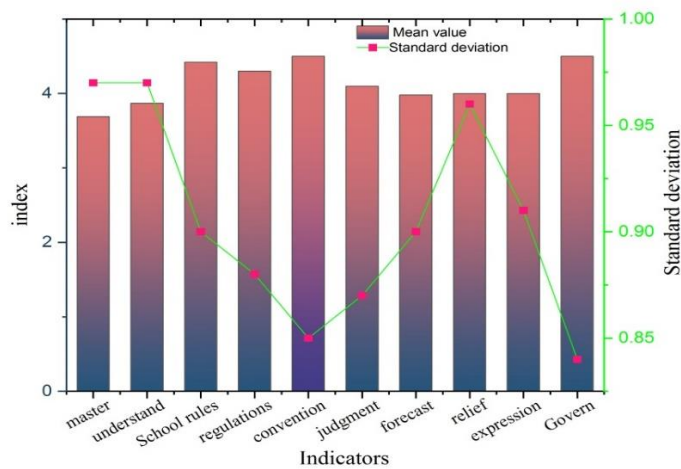


Figure 4: Overall description of the current state of rule of law literacy among university students

Analysis of the differences in rule of law literacy among college students in different grades

In order to grasp the differences in the overall status and dimensions of rule of law literacy among college students of different grades, this paper used one-way ANOVA to analyze the questionnaire data.

One-way ANOVA is used to compare whether the differences in means among three or more variables are significant in three or more categorical variables, and the commonly used form of data expression is mean \pm standard deviation ($M \pm SD$). If the P-value of the significance test is less than 0.05, it indicates that there is a significant difference between the variables.

If the P value is greater than 0.05, it indicates that there is no significant difference between the variables. The results of ANOVA data showed that the P-values were greater than 0.05 in the overall and each dimension of rule of law literacy among college students in each grade, indicating that there were no significant grade differences in the overall and each dimension of rule of law literacy among college students.

The universities mainly rely on the "Legal Foundation" course to teach college students the systematic legal knowledge, and finish the teaching work in the freshman year, and usually do not offer special rule of law education courses in the following three years.

From this actual situation, the rule of law knowledge of college students is mainly concentrated in the freshman year, but it should also be clear that college students can also obtain the relevant rule of law information they need through campus rule of law propaganda and daily life, and

apply and consolidate the rule of law knowledge they have learned through discussing hot events of rule of law and participating in rule of law practice.

In this regard, in the process of cultivating rule of law literacy among college students, we should pay attention to the mastering of necessary rule of law knowledge by college students, and also consolidate and strengthen their understanding and application of relevant rule of law knowledge through activities such as rule of law propaganda and rule of law practice. Figure 5 shows the results of the test on the difference of rule of law literacy among college students of different grades.

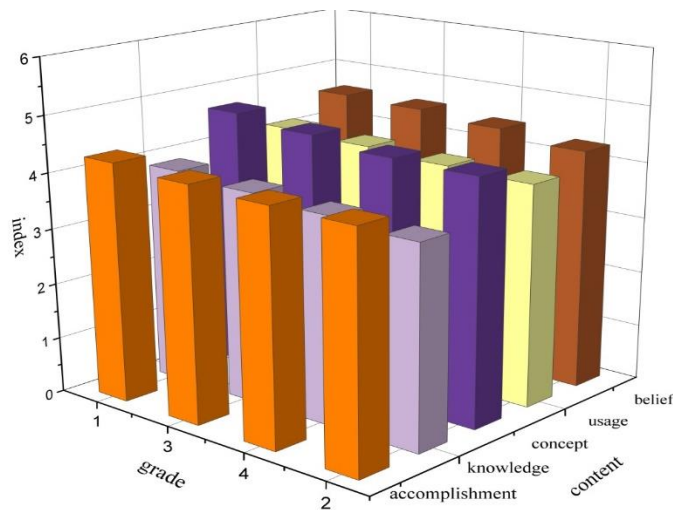


Figure 5: Test for differences in rule of law literacy among university students of different grades

Analysis of college students' reading of legal writings

College students read fewer classical legal works, and the education and guidance for college students to read classical legal works should be strengthened. Among the classical legal works listed, the percentage of college students who have not read all of "The Ideal State", "Han Feizi", "The Social Contract", "On the Spirit of Law", "The Treatise of the Merchant" and "The Treatise of Justice" is 50.0%, the percentage of college students who have read three or more books is 18.3%, and the percentage of college students who have read all eight classical legal works is 2.0%.

Thus, it can be seen that the reading situation of legal works among college students is not optimistic. The correlation analysis found that there is a positive correlation between the situation of classical works of college students and their attention to the rule of law.

The more college students read these classic works, the more they know about the major rule of law events in China in recent years. Figure 6 shows students' reading of legal writings.

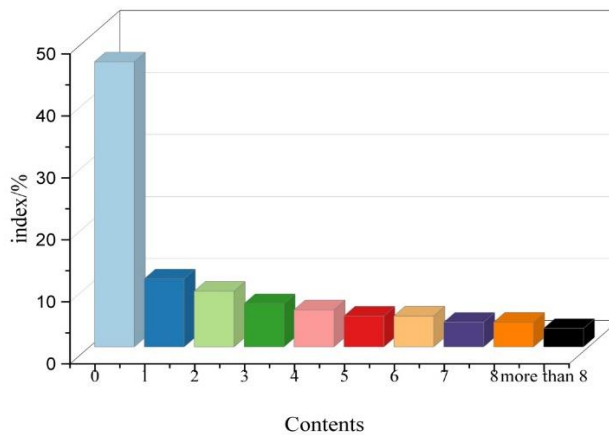


Figure 6: Students' reading of legal writings

Problems of legal literacy cultivation of college students

Poor satisfaction with legal courses

The satisfaction rates of university students with the "general condition of teaching of basic law courses" and "the level of teachers of basic law courses" are basically not high. The satisfaction rates of college students with the teaching contents, teaching methods, teaching level, teaching skills and teaching attitudes of teachers of basic law courses in colleges and universities are 34.2%, 36.6%, 24.5%, 25.2% and 19.8% respectively. The number of those who said the teaching content, teaching method, teaching level, teaching skill and teaching attitude of the teachers of basic law courses in colleges and universities are average are around 30%, while the number of those who said not so good are 50.4%, 46.4%, 58.6%, 55.9% and 59.8% respectively. It indicates that the basic law courses for college students say broken need to be improved. Figure 7 shows the evaluation of college students on the teachers of our basic law courses they have contacted.

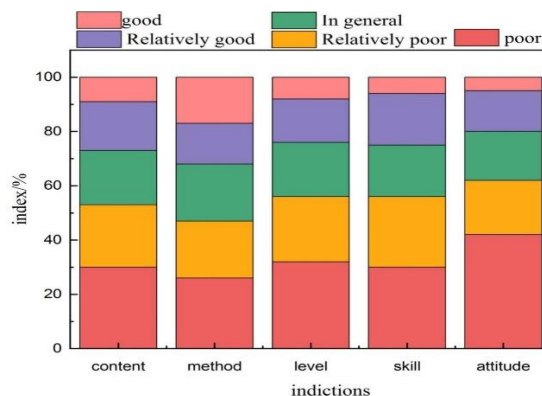


Figure 7: Undergraduates' evaluation of teachers of basic law courses

Teaching effectiveness needs to be improved

The interest of college students in basic law courses needs to be improved. In the learning process of college students, they do not like the single, rigid and text-based teaching style, and the teaching style has become the main reason whether students like a course or not. In addition, college students value the thoughts and feelings of their classmates around them. The number of college students who expressed their interest in the basic law courses offered by the school is "average" and "not interested" is 83.2%. Further survey shows that the reasons for college students' disinterest in basic law courses are: "teaching methods are not diversified enough" (63.3%). "Less content of the course that I want to listen to" (78.5%), "I feel that it is not very helpful to myself" (73.2%), "The content of the course is rather old" (83.5%), and "the teacher's teaching level is not high" (80.3%). The teacher read from the book accounted for 83.2%. The course arrangement was unreasonable (78.5%), and the lack of teaching resources (76.8%). Figure 8 shows the teaching effect.

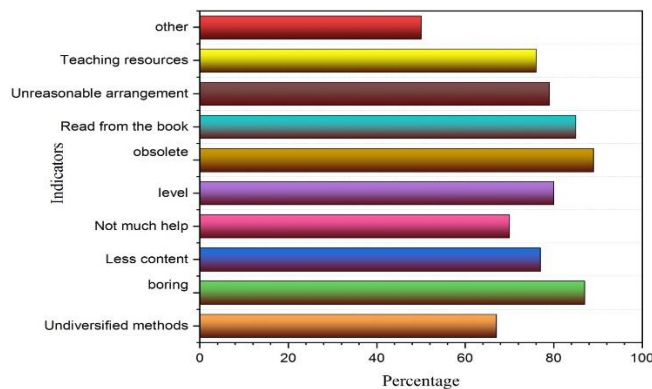


Figure 8: Teaching effectiveness

Weakness of rule of law literacy cultivation among college students

The four aspects under the dimension of rule of law literacy cultivation subjects include the state, school, family, and individual. In this study, the mean scores of the state (A), family (C) and individual (D) are all above 2.5, which is less than the average score, indicating that the state and family are less effective and have poorer results in the cultivation of rule of law literacy among college students, and college students do not generally agree on the importance of rule of law literacy cultivation to their own growth, and are more passive in cultivating their own rule of law literacy. The questions "B1 I think schools should increase the frequency of rule of law education" and "B2 I think the form of rule of law education in schools is rather monotonous" are reverse scoring questions, and the average score (about 3.5) is higher than the theoretical average score (3). The higher scores indicate that the schools need to strengthen their efforts in cultivating the rule of law literacy among college students. Table 2 shows the cultivation of legal literacy among college students.

Table 2: Legal literacy development of university students

Question Item	Number of people	Mean value	Standard deviation
A1 I often see slogans on the street side and on TV about the rule of law	352	2.65	0.866
A2 I have a better understanding of the rule of law in the form of nationally mandated commemorative days. For example, Constitution Day and Consumer Rights Day	352	2.66	0.876
A3 The national youth legal literacy network platform launched by the state facilitates me to learn about the rule of law	352	2.68	0.905
B1 I think schools should increase the frequency of publicity on rule of law education	352	3.543	0.905
B2 I think the form of rule of law education in school is rather monotonous	352	2.69	0.866
C1 My parents will take the initiative to let me watch rule of law programmes	352	2.64	0.865
C2 My parents infuse me with legal content in my daily life	352	2.67	0.866
D1 I think it is important for high school students to have education on the rule of law	352	2.62	0.866
D2 I am happy to participate in practical activities organised by the school on the rule of law	352	2.64	0.869
D3 I take the initiative to accumulate knowledge about the rule of law in my daily life and study	352	2.48	0.888

4.5 Strategies to enhance the legal literacy training of college students

Improving the legal literacy of college students needs to start from curriculum reform. Teaching reform includes several aspects, firstly, the most basic curriculum, secondly, how students evaluate these courses, thirdly, the teaching methods of these courses, and finally, what effect has been achieved after the class through these courses. In all these aspects, the cultivation of rule of law literacy needs to be deepened. Students' expectations for the improvement of the teaching of basic law courses include: "close contact with real life" (73%), "actively respond to social hot issues" (58.7%), "emphasize the development of practical teaching" (59.1%), "strengthen ideology and relevance" (63.4%), "pay attention to avoid repetition" (73.8%), "strengthen interaction and communication between teachers and students" (81.5%), "pay attention to the use of network and multimedia teaching methods" (58.9%), "enhance the fun of teaching" (80.6%), "strengthen case teaching" (59.8%). This indicates that college students expect the reform of teaching contents and teaching methods of basic law courses, and expect that basic law courses can be closer to students, return to students' life and respond to practical problems. Figure 9 shows the improvement measures.

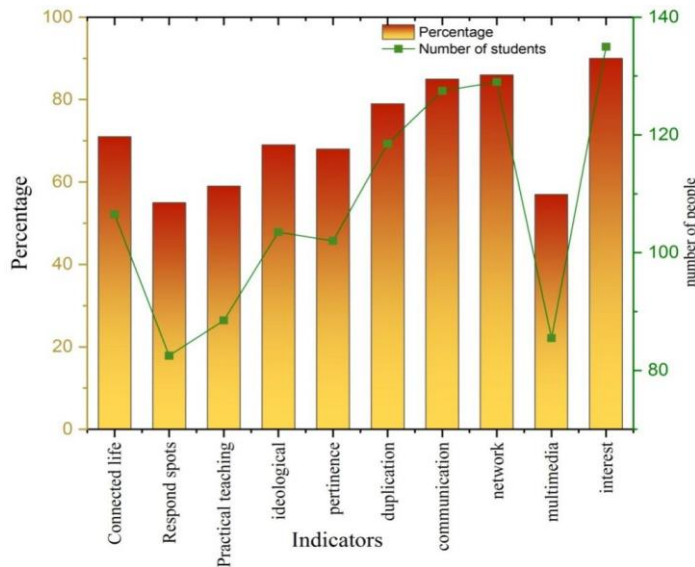


Figure 9: Improvement measures

Conclusion

In this paper, the following conclusions are discussed through the out data of the above methods:

In terms of effectiveness, the average scores of rule of law literacy cultivation content, rule of law knowledge and rule of law awareness are all around 3.9, and the average score of rule of law literacy cultivation subject is 3.16, which indicates that rule of law cultivation cultivation subject and rule of law cultivation content need to be strengthened and improved, and the rule of law knowledge and rule of law awareness of college students are at a medium level and need to be strengthened.

In terms of reading works, the proportion of college students who have not read them is 50.0%, the proportion of college students who have read 3 or more books is 18.3%, and the proportion of college students who have read all 8 classic legal works is 2.0%. The reading situation of college students' legal works is not optimistic.

In terms of school curriculum, 63.3% thought the teaching methods were not diversified enough. 78.5% said the content of the courses they wanted to listen to was less. 73.2% thought the courses were not very helpful to them, 83.5% thought the course content was old, and 80.3% thought the teachers' teaching level was not high. In terms of improvement strategies, 73% thought they should focus on the connection with real life, 58.7% thought they should actively respond to social hot issues, 59.1% thought they should pay attention to carrying out practical teaching. 63.4% thought they should strengthen ideology and relevance. 73.8% thought they should pay attention to avoiding repetition, and 81.5% thought they should strengthen interaction and communication between teachers and students.



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