



Research on the Current Situation and Innovative Models for the Training of Foreign-related Legal Talents in Financial and Economic Universities

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Abstract. With the acceleration of global economic integration, the demand for foreign-related legal talents is increasing. However, there are still significant deficiencies in the training of foreign-related legal talents in terms of curriculum design, faculty development, internship opportunities, and students' international perspectives, which restricts their development. This study aims to explore the current situation of foreign-related legal talent training in financial and economic universities, the challenges faced, and to seek innovative training models. The research results indicate that measures such as curriculum reform, faculty development, expansion of practical platforms, and enhancement of students' international perspectives are key to innovating the training model for foreign-related talents. These targeted solutions will provide substantial theoretical support and practical guidance for financial and economic universities in training foreign-related legal talents in the context of globalization, thereby contributing more effectively to the construction of the rule of law and social development in the country.

Keywords: Foreign-related law; Talent training; Financial and economic university

1 INTRODUCTION

In today's increasingly globalized context, international economic, political, and cultural exchanges are becoming more frequent, and the legal relationships between countries are growing ever more complex. Particularly in fields such as trade, investment, and finance, foreign-related legal issues are arising frequently, creating an urgent need for talents with knowledge and skills in foreign-related law, especially in developing countries. The relationship between globalization and the rule of law is becoming increasingly close, making it crucial to cultivate legal talents who can adapt to global development. The legal education across the world echoes the spill-over effects of globalization. ^[1]

Unlike traditional undergraduate law programs, the training of foreign-related legal talents is completed on a broad platform that integrates humanities and social sciences. The professional knowledge students acquire mainly comes from disciplines such as

law, English, international politics, and international relations.^[2] Financial and economic universities play an indispensable role in the training of foreign-related legal talents; they must not only teach students solid legal knowledge but also cultivate their international perspectives and practical skills so that they can navigate the complex international legal environment with ease. This study aims to explore the existing problems in the training of foreign-related legal talents in financial and economic universities and provide ideas and measures to address these issues, thereby improving the overall quality of foreign-related legal talent training in China to better safeguard the country's legal interests and economic security in the wave of globalization.

2 THE IMPORTANCE OF TRAINING FOREIGN-RELATED LEGAL TALENTS

The acceleration of global economic integration has led to increasingly close economic ties between countries. The complexity of international trade and investment has resulted in a plethora of legal issues. In trade, the legal problems involved include not only contract law and international trade law but also areas such as antitrust law and intellectual property law. This necessitates that practitioners possess solid legal knowledge and practical experience to address the differences and changes in laws and regulations across various countries. In the face of unprecedented global changes and challenges, China, as a responsible major power, must adeptly utilize the rule of law to actively participate in and promote reforms of the global governance system, engage in the formulation of international rules, and enhance its ability to handle foreign-related affairs using legal means, thereby improving the efficiency of foreign-related judicial and law enforcement processes and striving to elevate China's international voice.

At the same time, multinational corporations also require professional legal talents for effective management of legal risks. When operating in different countries and regions, multinational enterprises face various legal risks, including tax compliance, labor laws, environmental regulations, and commercial disputes. If these legal risks are not properly managed, they can lead to significant economic losses for the enterprises and even affect their international reputation. Only by cultivating a group of foreign-related legal talents who possess an international perspective, understand international rules, and can participate in international legal affairs while safeguarding national interests can we effectively address legal issues arising in international affairs, including legal consultations, disputes, arbitration, and foreign-related litigation in both official and civil exchanges. Therefore, the training of foreign-related legal talents holds significant practical importance.^[3]

3 CURRENT PROBLEMS IN TALENT CULTIVATION

The cultivation of legal talents is a strategic, pioneering, and foundational task in the comprehensive implementation of the rule of law and the construction of a rule-of-law-based China.^[4] Although the current system for cultivating foreign-related legal talents

has made certain progress, it still faces multiple issues that require systematic analysis and improvement.

3.1 Unreasonable Course Design

One of the most prominent problems in current talent cultivation is the unreasonable course design. Firstly, many financial and economic universities have course content that is disconnected from actual needs, failing to effectively reflect the legal requirements of enterprises in international operations. Many courses still focus on traditional legal theories and overlook the interactions between modern economics and law. Secondly, most existing foreign language courses remain at the level of "general-purpose" language instruction, emphasizing basic grammar and vocabulary learning, with little organic integration with specific professional fields. This "segregated" course design results in students being unable to effectively apply language skills in professional situations.^[5] Furthermore, the lack of practical training and case analysis also needs urgent improvement. Many current courses prioritize theory and lack opportunities for practical application, leaving students insufficiently prepared to tackle real legal issues.

3.2 Insufficient Faculty

Faculty quality is crucial for the training of foreign-related legal talents. Foreign-related legal talents are specialized individuals who can participate in international governance, and the complexity of international governance requires these talents to not only master legal expertise and foreign language skills but also to be well-versed in both domestic and foreign legal cultures, clearly distinguishing and analyzing the differences between them, and achieving effective compatibility.^[6]

Teachers involved in the training of foreign-related legal talents should have a certain level of legislative, judicial, or law enforcement experience, along with overseas study experience in law or even foreign law degrees. They should be proficient in reading and writing in English, teaching, and engaging in academic exchanges, with a deep foundation in law that allows them to keenly follow new dynamics, theories, and cases in both international and domestic law. They should possess interdisciplinary qualities in the fields of law and English, with a solid grounding in both areas to effectively teach, conduct research, and cultivate students in the field of foreign-related law.

However, currently, most universities engage teachers in training foreign-related legal talents with narrow professional backgrounds, either exclusively in foreign languages or solely in law, making it difficult to meet the demands of interdisciplinary, composite teaching. Many law teachers, despite having a strong theoretical foundation, often lack practical legal experience, resulting in a disconnection between classroom instruction and reality. This composition of the faculty limits students' understanding and mastery of international legal practice.

3.3 Limited Internship and Practical Opportunities

Insufficient practical components are another prominent issue in talent cultivation. Many students lack targeted opportunities during their internships, and the practical content often fails to align with their professional direction and career expectations. Although some schools offer internships, the absence of orientation that connects these experiences to real work means that students' practical experiences often become mere formalities, failing to genuinely enhance their comprehensive qualities and professional capabilities. Moreover, the inadequate development of practical bases exacerbates this issue. Currently, many financial and economic universities have limited practical bases with singular functions, failing to provide students with comprehensive internship opportunities. Without sufficient targeted internship opportunities, students will face significant difficulties in professional adaptation after graduation, affecting their career paths.

3.4 Insufficient International Perspective Among Students

In the context of globalization, the insufficient international perspective among students is another concerning issue. Firstly, many students lack foreign language skills and cross-cultural communication abilities, hindering their ability to communicate and interact freely in international legal affairs. Although most universities offer foreign language courses, the teaching focus primarily revolves around language knowledge rather than cultivating practical application capabilities, resulting in a disconnect between students' language abilities and the demands of the international market. In addition, students' lack of in-depth understanding of the international legal system is another significant shortcoming. While law courses cover some basic knowledge of international law, students often lack systematic thinking and analytical abilities when confronted with the complexities of the international legal environment. This limitation makes it challenging for them to deal with complex issues involving cross-border legal matters in actual work settings.

4 SOLUTIONS FOR INNOVATIVE TRAINING MODELS

With the acceleration of globalization and the increasing number of foreign-related legal affairs, traditional training models for foreign-related legal talents are becoming increasingly inadequate. Therefore, it is particularly important to innovate training models in response to the existing issues. This section will propose a series of specific and feasible solutions from four aspects: curriculum reform, faculty development, expansion of internship and practical platforms, and enhancement of students' international perspectives, aiming to provide strong support for improving the quality of training for foreign-related legal talents.

4.1 Curriculum Reform

Curriculum reform is a fundamental means to enhance the quality of talent cultivation. In current teaching, many legal courses still focus on the transmission of theoretical knowledge, lacking application components closely linked to practical work. To address this issue, we recommend incorporating practice-oriented courses and case analyses into the curriculum, enabling students to focus more on developing practical application skills while understanding legal principles.

The design of practice-oriented courses should comprehensively consider the future career needs of students and offer specialized courses that target specific career directions in the field of foreign-related law, such as International Trade Law, International Arbitration, and Cross-Border Mergers and Acquisitions. These courses not only help students acquire the necessary legal knowledge but also provide them with a framework for understanding the operations of international business. To make the course content more relevant to practice, schools should invite guest professors, industry experts, and practitioners to participate in teaching, sharing their practical experiences and insights from the field. Such arrangements not only enrich the classroom content but also stimulate students' interest in learning.

The analysis of real cases plays a crucial role in legal education, allowing students to experience the seamless connection between theoretical knowledge and practical application. In the classroom, through detailed analysis of specific cases, students can gain a deeper understanding of the practical application of laws and regulations. In this process, employing diverse teaching methods such as group discussions, debates, and case studies can greatly promote active student participation. These methods not only stimulate students' thinking and enhance their understanding of legal issues but also help develop communication and coordination skills through teamwork.

Moreover, the establishment of interdisciplinary courses is essential. In modern society, many legal issues are often closely related to various fields such as business, economics, and culture. For example, courses that integrate law with international business should not only teach legal knowledge but also introduce business principles, market operations, and international regulations, enabling students to develop a comprehensive way of thinking to better handle complex legal matters.

4.2 Faculty Development

Qualified teachers for cultivating foreign-related legal talents should possess the following qualities: First, they should have some legislative, judicial, or law enforcement practical experience (at least not lacking in “experience”); second, they should hold overseas law degrees or have study abroad experience, and be proficient in foreign languages—not only in reading and writing but also in spoken communication, as they need to teach and participate in international academic exchanges; third, they should have a solid foundation in law, be effective lecturers, and possess strong research capabilities. ^[7]To strengthen faculty development, the following measures are recommended:

First, encourage teachers to develop interdisciplinary skills and become versatile educators. Existing faculty members in related fields (such as law or foreign languages) often have a narrow academic background and limited knowledge, necessitating a transformation through interdisciplinary approaches. They can enhance their foreign-related legal capabilities by pursuing advanced degrees while working, attending domestic and foreign prestigious universities for further studies and visits, and participating in various training sessions organized by domestic associations aimed at developing faculty for foreign-related legal education. This will help them become high-quality legal professionals who are knowledgeable in international law and proficient in foreign languages.

Second, encourage teachers to engage in domestic and international academic exchanges, internships, and training programs to enhance their international perspectives and practical skills. By participating in various legal practices, they can bring cutting-edge legal knowledge and developments back to the classroom, promoting diversification of teaching content and increasing its practical application value. Regularly organizing seminars for teachers to exchange teaching experiences and the latest legal research findings is also a significant way to improve the overall teaching quality.

Third, invite experts and scholars with foreign-related legal practice experience from both domestic and international contexts into the classroom. Recruit legal practitioners with abundant experience in foreign-related legal matters, especially to take part-time or visiting teaching positions in law and foreign language departments at universities, and carry out teaching tasks for foreign-related legal courses. Additionally, inviting lawyers, judges, and prosecutors engaged in foreign-related legal work to explain foreign-related legal cases and share their practical experiences in the classroom will provide valuable insights for students.

4.3 Expanding Internship and Practical Platforms

In the cultivation of legal talents, gaining internship and practical experience is crucial. It is recommended that universities actively expand cooperation with various institutions to establish richer internship and practical platforms.

Establishing partnerships with international law firms and multinational corporations is the first step. These collaborations not only provide abundant internship opportunities but also allow students to gain deeper insights into the operational models and professional standards of the international legal services industry. Universities can set up dedicated career development centers to set up clinical legal education which seeks to prepare law students for the practice of law by providing them with the practical skills, ethical principles, and professional values necessary to be effective and responsible attorneys, prosecutors and judges.^[8]

Increasing the number of moot courts and internship programs is another important measure to enhance students' practical abilities. Moot courts not only help students train their legal reasoning and debating skills but also cultivate their teamwork and emergency response capabilities in practice. It is recommended to regularly hold moot court activities, incorporating real cases and actual judges and lawyers to participate in

the evaluation, thus creating a realistic courtroom atmosphere that allows students to appreciate the practical significance of moot courts.

Furthermore, schools should encourage students to participate in various legal competitions and practical projects, such as mock trials at international courts and debate competitions. This not only enhances students' practical skills but also improves their communication, collaboration, and competitive awareness. Through such practical experiences, students will be able to quickly adapt to the workplace environment after graduation and enhance their employability.

Finally, with the continuous development of artificial intelligence, big data, and online education models, the impact of technology on legal education is becoming increasingly significant. New technologies can be leveraged to enhance the intelligence and personalization of legal education, such as through online moot courts and legal robot assistants, thereby promoting the improvement of students' practical legal abilities.

4.4 Enhancing Students' International Perspective

Outstanding foreign-related legal talents must not only be proficient in foreign languages and foreign legal regulations but also possess an international perspective. This includes knowledge of international politics, international relations, international economics and trade, world history, and cross-cultural communication, as well as a deep understanding of foreign customs and traditions. To achieve this, the following measures should be taken:

Improving the quality of foreign language teaching and practical opportunities is foundational. Language is a bridge to internationalization, and excellent foreign language skills are essential qualities for foreign-related legal professionals. Therefore, universities should prioritize the design of foreign language courses that not only develop students' language knowledge but also emphasize practical communication skills. By offering foreign language courses related to law, such as Legal English, Legal Translation, and Legal Writing, students can develop a high level of language proficiency in the legal field. Additionally, encouraging students to participate in language corners and cross-cultural activities can enhance their practical foreign language application skills.

Engaging in international exchange programs, such as overseas study and internships, is an important way to broaden students' international perspectives. Universities can establish partnerships with international institutions and legal organizations to provide students with opportunities for studying, learning, and interning abroad. This not only allows students to be exposed to different legal systems and cultural practices but also enhances their cross-cultural understanding and adaptability. Participating in dual degree programs or short-term exchange projects will help students gain deeper insights into the practical workings of international legal affairs, thereby laying a solid foundation for their future career paths.

5 CASE ANALYSIS

In the context of accelerating globalization, the cultivation of foreign-related legal talents has become an important task in higher education. By analyzing successful cases of cultivating foreign-related legal talents both domestically and internationally, a series of valuable experiences and lessons can be extracted to guide the reform of legal education in our country.

5.1 Innovative Practices of Typical Financial and economic universities

Taking the Law School of the University of International Business and Economics (hereinafter referred to as the Law School) as an example, the school has achieved remarkable results in cultivating foreign-related legal talents due to its strong academic foundation and rich practical experience. In response to the urgent need for high-end foreign-related legal talents in China's new era, the Law School established the "Foreign-related Excellent Economic and Trade Legal Talent Experimental Class" (hereinafter referred to as the "Foreign-related Experimental Class") in September 2015. The aim is to cultivate internationalized, interdisciplinary, and outstanding talents with a broad international perspective, comprehensive professional knowledge and skills, excellent language abilities, as well as innovative awareness and practical capabilities.

The Foreign-related Experimental Class emphasizes the systematic nature of international legal education by establishing a diversified curriculum, including International Commercial Law, International Economic Law, and Comparative Law, helping students grasp the basic framework and operational mechanisms of international law. Its uniqueness lies in the development of a "case-oriented" teaching model that incorporates popular international legal cases, encouraging students to engage in in-depth analysis and discussion, thus integrating theoretical knowledge with practical cases and enhancing students' legal thinking and practical abilities.

At the same time, the university actively organizes international forums and legal seminars, inviting renowned legal experts and entrepreneurs to participate, allowing students to gain firsthand legal practice experience through interaction. Additionally, the University of International Business and Economics has established good cooperative relationships with several international law firms and multinational companies, providing students with internship and research opportunities that further enhance their international perspective and professional qualities. This diversified training approach creates favorable conditions for the comprehensive development of students.

Zhongnan University of Economics and Law, based on its unique characteristics of integrating finance, economics, and law, selects teachers familiar with foreign-related issues from the fields of economics and management, as well as practical experts from cooperative training units, to form a "three-mentor system" led by on-campus legal mentors, supported by financial mentors and external practical experts. The innovative collaborative training model for foreign-related courses is primarily delivered through systematic theoretical knowledge, procedural systems, and departmental law taught by full-time faculty, while external practical experts enhance students' understanding of arbitration, defense, and other areas from a practical perspective, helping them grasp

the latest trends and real-world challenges. Students are encouraged to intern at arbitration institutions and international organizations, drawing on excellent foreign experiences through comparative law studies to provide insights for the improvement of our country's legal system, fostering a sense of patriotism among students.

The implementation of joint case law teaching both on and off campus adopts an "integrated foreign-related case approach" in all-English courses. On-campus mentors select real foreign-related case files for study and analysis, while off-campus mentors provide online guidance, answering questions, discussing, commenting, and even explaining the cases. Through the combined online and offline teaching of on-campus and off-campus mentors, students' practical abilities in foreign-related legal matters are cultivated.^[9]

5.2 Extracting Successful Experiences and Lessons

Through the analysis of the above cases, several successful experiences can be distilled:

Firstly, the flexibility of course design is crucial. In the field of international law, legal rules and market environments are constantly changing. Education should flexibly adjust course content to meet the demands of new circumstances. Both universities in the case studies have established diverse curricula that encourage interdisciplinary learning among students.

Secondly, the emphasis on practical experience is key to talent development. Both universities stress the integration of theoretical knowledge with practice, using real legal issues and actual cases to enhance students' analytical and problem-solving abilities. Thirdly, the cultivation of an international perspective is also of great importance. Strong cooperation between universities and domestic and international enterprises provides students with extensive opportunities for interaction, allowing them to engage with different countries' legal systems and cultures, thus developing their cross-cultural communication skills. Lastly, hosting expert lectures and seminars is another important way to enhance teaching effectiveness. By inviting industry experts to participate in teaching, students can gain insights into the latest trends and practical experiences in the field, enriching their learning content.

The following areas require improvement. There should be a greater emphasis on developing practical skills, highlighting the combination of legal practice and career development. More varied instructional methods should be employed, such as case-based learning, self-directed study, and group discussions, encouraging students to actively participate and think independently. Universities often have limited internship resources that rely heavily on the school's arrangements. They should establish close collaborations with numerous enterprises to create a robust internship ecosystem that provides students with ample practical opportunities.

In summary, experience in international legal practice must come from concrete, actual work and involve engaging in various specific legal activities alongside top international lawyers, such as drafting legal documents, participating in negotiations, and communicating with clients. ^[10]Only through long-term and direct interactions with outstanding foreign lawyers can China's foreign-related legal talents discover their

strengths, address their shortcomings, and enhance themselves in a competitive environment.^[11]

6 CONCLUSION

With the increasing frequency of international interactions, the legal relationships between countries have become increasingly complex. Foreign-related legal talents play an indispensable role in areas such as international trade, diplomatic relations, multinational corporation operations, and the resolution of international disputes. In the context of globalization, the cultivation of foreign-related legal talents is particularly important. These talents not only require solid legal knowledge but also need to possess cross-cultural communication skills and an international perspective.

To effectively nurture foreign-related legal talents, financial and economic universities should adopt a comprehensive strategy: First, enrich the curriculum by introducing courses in international law, comparative law, and practical law to enhance students' overall competencies; second, develop a clear and targeted teacher training program to strengthen the dual training of faculty in foreign languages and law, ensuring they are capable of interdisciplinary teaching; and third, provide students with opportunities to gain practical experience and broaden their international perspective through school-enterprise cooperation, legal clinics, and international exchange programs.

The cultivation of foreign-related legal talents is a long-term, broad-based, and high-cost systematic educational project. All financial and economic universities should keep pace with the times, continuously innovate and optimize talent training models, and make their due contributions to the cultivation of foreign-related legal talents for the country.

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