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RESEARCH ARTICLE

Teaching Methods of Law before the Impact of ChatGPT

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ARTICLE INFO	ABSTRACT
	The 4.0 technology revolution with the development of AI in general and the popularity of ChatGPT in particular is taking place and affecting society, including the education sector. Teaching methods are also an inevitable need for lecturers in the new era, especially lecturers in the Law sector. This article presents some current situations in teaching methods in the law sector and makes some recommendations to improve the quality of law training in the face of the impact of ChatGPT.

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INTRODUCTION

Chat GPT (Chat Generative Pre-training Transformer): Is an application of Chatbot AI (Aritificial Intelligence AI), developed by the American company OpenAI and launched in November 2022. It is a type equipped with artificial intelligence technology, capable of self-learning from real conversations with users to become smarter over time. Although newly launched, Chat GPT has been widely applied, especially in the field of education and training: Research, teaching and learning. The use of Chat GPT in the teaching and learning process is gradually helping to change the role of teachers. Lecturers who want to take advantage of Chat GPT in teaching activities need to grasp technology to change their teaching methods to suit the times, creating new forms of knowledge transfer while still meeting their teaching goals is absolutely necessary.

With the development of science and technology as well as the process of integration of higher education in the region and the world, the innovation of teaching methods in the field of Law under the impact of ChatGPT is really urgent and needs to be applied and have appropriate adjustments to promote the positive effects of applying technology in the active learning process of learners and the teaching work of lecturers. However, besides some certain benefits such as: Saving time in processing information, searching for quality documents quickly, the use of Chat GPT technology also has certain limitations: Reducing creative thinking, reasoning ability, information search of students to solve problems, especially for the Law field which is a field with high practical application. Moreover, when using ChatGPT in the learning process, students may encounter some errors such as using currently effective documents as well as provisions, subsections … or some related information may be confusing.

RESULTS

Some impacts of chat GPT on teaching methods of law

Law is a special field consisting of social science subjects, both theoretical and requiring logic in thinking, reasoning to apply and apply in life. Therefore, the teaching method of Law must also have separate criteria. The application of intuitive methods, using a bridge between theory and practice. In the teaching process, there must be a combination of legal regulations brought into practical situations in life, both arousing curiosity to learn and conquer, and creating practical value through the problems solved, this helps students to receive knowledge of the lesson in an interesting way, creating motivation to learn, not dry, mechanical or simply academic theoretical terms and phrases, requiring deep knowledge to understand, or difficult to understand, making students bored and losing interest. Therefore, the birth of Chat GPT requires law teachers to change their methods of imparting knowledge to meet their career goals, helping students acquire new knowledge in the right direction, while not being far from the digital age, as well as being close to the thinking of the younger generation to meet and improve their career goals.

- The birth of GPT Chat has impacted the teaching method for the education system, including the field of Economic Law. It brings certain advantages such as:
- *First of all*, ChatGPT can be seen as an intelligent assistant for teachers while supporting learners in answering questions, providing information and guiding their learning. This contributes to improving access to knowledge and enhancing learners' self-learning ability.
- *Second*, ChatGPT is considered an active support tool for teachers in teaching. Teachers use ChatGPT to search for documents, related information sources and answer some complex questions from students. This helps teachers save time searching for information and documents for teaching.
- *Third*, ChatGPT can help enhance the self-help spirit of learners and teachers. Based on the information and interests of the person who needs to learn about the field or problem that teachers and learners are interested in, it can recommend suitable learning materials, exercises, and activities to enhance the learning process of the requester himself.
- *Additionally*, ChatGPT can also assist in assessment and feedback for learners. It can check and evaluate students' work, provide suggestions and feedback to improve learning skills.

Besides some of the benefits that ChatGPT brings as above, it also poses many challenges for Law teachers to bring high efficiency in training. Before coming to some recommendations on innovation in teaching methods, the author presents some assessments of the current situation of teaching methods in Law.

Some assessments of the current status of teaching methods in the Law industry

The current teaching method of Law in Vietnam, although through many years of innovation, has not made significant progress, much changed compared to before. The training model has changed from the year system to credit-based training or students can choose suitable lecturers through registering for courses, however, the organization of management, training; building subject outlines, subject programs, training programs; training organization methods... have also had certain changes, but still do not meet and are not suitable for the requirements of the new context.

Training policies and programs still have some limitations that are not suitable for the teaching methods of Law under the impact of ChatGPT.

For training institutions always want students to graduate on time, on target to achieve the training quality target to improve enrollment results. For units directly managing law students, they are somewhat affected by having to meet the initial output quality target. The Law training program always has output standards requirements for each skill in each subject and detailed requirements for each part of the subject also affect the teaching methods of lecturers: lecturers must balance between quality targets, unit requirements and learner quality, so there can be flexibility to ensure the quantity of student output is met on time but not the quality of student output as in the training program. In some subjects requiring practice, students are required to practice meeting basic skills such as: Grasping the content of the case, summarizing the details of the problem, then applying and

reconstructing the problems through the guidance of the lecturer, their own thinking and creativity as well as applying 4.0 technology to learn documents, information and related knowledge.

In addition, in some training institutions for the field of Economic Law, the calculation of points for lecturers is still quite passive and strict in terms of procedures, which hinders the application of teaching methods for students. In application-oriented teaching, in addition to solid knowledge and extensive experience, lecturers also have other skills such as criticism, comments, classroom arrangement, time allocation, asking questions, organizing and encouraging student discussions, grouping, leading discussions according to situations... therefore, lecturers work very hard but the applied policies are not appropriate

The main teaching method is still the traditional method - lecture.

In many law training institutions today, the teaching method of lecturers is still basically lecturing. With this method, the teacher is still the main person imparting knowledge, the learner is the person receiving knowledge through lectures, analyzing theoretical regulations and then expanding on practical activities or through examples to clarify legal regulations. It has not fully promoted the motto of taking the learner as the center, active learning, the learner has not promoted his or her thinking in seeking knowledge. Learners mainly sit and listen, take notes, and in some cases, lecturers read for students to copy basic knowledge, then students memorize and do exercises at home based on the knowledge they have heard in class by memorizing or taking notes with sample exercises that have similar elements, but are not really thinking. In exams to assess students' knowledge, the same thing happens, students mainly memorize, or for theoretical questions, students are allowed to bring documents (including all knowledge copied in class) into the exam room and copy them into the exam. It must be said that, currently, teaching methods in particular and Law training methods in general have not had a technological breakthrough in the 4.0 era with the emergence of artificial intelligence (AI) and ChatGPT.

Limitations in the use of equipment, technical means and application of technology in the teaching process as well as practical experience of lecturers.

Some lecturers who are knowledgeable about information technology have applied information technology in teaching, but mainly lecturers still use slide projectors to teach students. However, the use is still limited in the technique of using projectors, information technology and presenting slides scientifically. In fact, lectures are still prepared according to the old slide system, which has not really exploited the strengths of AI, using AI to prepare lectures to create lively, engaging lectures, or using ChatGPT to exploit problems or refer to information documents. The standard electronic slide system and lectures of many law training institutions still have many limitations and are almost not fully provided to students and trainees, the amount of knowledge needed to read in advance to serve as a foundation for exchanges and discussions in discussion hours. At economic law training institutions, the use of electronic lectures or online videos rarely has real interaction between lecturers and students to replace conventional lectures. In fact, currently, many law training units recruit young people who have just graduated and train them as lecturers, but these lecturers in their work process have absolutely no practical knowledge, only focusing on theory. These lecturers can ensure the requirements for degrees but have no practical experience, no experience in teaching and continue to study to continue to have degrees, like a cycle of lecturer quality that only revolves around the issue of meeting academic titles and degrees without practical knowledge. This is also a point that needs to be overcome in the teaching staff. Young, enthusiastic teachers have some advantages in technology, but lack of practical professional knowledge is also one of the limitations in knowledge transmission despite the support of technology.

Limited access to technology due to language barriers.

In addition to the difficulties in using technology for some lecturers in the new era, the lecturers' ability to access technology is also limited. Although some economic law training institutions have had some training sessions on applying technology to the teaching process, these training sessions have not been really effective for many different reasons. In addition, the foreign language ability, especially English, of some lecturers is still limited because of the use of technology, especially information technology, mainly in English, so lecturers in many training institutions are still limited, this affects the ability to receive information for teaching methods as well as the application of

technology in teaching, especially affecting the quality of training and the ability to integrate internationally. When not being able to use English, lecturers will have difficulty accessing the advanced knowledge of humanity in the digital age... mainly written in English and training lawyers of international caliber and level. Teaching methods contribute to determining the quality of legal training, so law training institutions that have limitations in this aspect also become less competitive compared to other law training institutions or especially in some advanced, developed countries.

Some recommendations for innovating law teaching methods in the face of the impact of ChatGPT

From the current assessment of the above teaching methods, the author proposes some recommendations to improve the teaching methods of Law under the impact of ChatGPT as follows:

- **Firstly, improve the management mechanism of teachers in law training institutions to create favorable conditions for teachers.**

When building a Law training program, there are always requirements for output standards for each skill in each subject and detailed requirements for each part of the subject. However, the mechanism to ensure that the output standards are met in practice appears to have some shortcomings. This comes from many causes as well as social realities such as: For training institutions, they always want students to graduate on time, on target to achieve the training quality goals and improve enrollment achievements. For the unit directly managing law students, it is somewhat affected to meet the initial output quality goals. From there, the impact on the teaching methods of lecturers is that: lecturers must balance between quality goals, unit requirements and learner quality, so there can be flexibility to ensure the quantity of students' output is met on time but not the quality of students' output as in the training program. In some subjects requiring practice, students are required to practice to meet basic skills such as: Grasping the content of the case, summarizing the details of the problem, then applying and reconstructing the problems through the guidance of the lecturer, their own thinking and creativity as well as applying 4.0 technology to learn documents, information and related knowledge. Therefore, it is necessary to control more closely in building a practical training program to achieve the results. It is possible to consider the flexibility of output standards but meet the real quality to avoid pressure on the facilities and units of the Law training industry so that lecturers can be proactive in applying teaching methods and requiring students to meet to improve the quality of training. Create flexibility and proactive combination for the lecturer to apply appropriate teaching methods for the subject and create conditions for lecturers to properly assess the students' abilities.

In addition, in some law training institutions, the calculation of teaching hours for lecturers is still quite passive and strict in procedures, which hinders the application of teaching methods to students. For some class hours or subjects, lecturers want to take students to practice at the Court, the Procuracy, etc. to increase the practicality for students, but they are not counted enough class hours or the procedure for reporting to the inspectors and supervisors to confirm teaching hours is complicated, so teachers are forced to change the method of practicing in class, reducing the effectiveness of receiving practical knowledge for law students.

- **Second, increase the application of technology in the teaching and learning process.**

During the teaching process, teachers increase the use of technology in their teaching process, create flexible images, describe teaching content with images or videos to stimulate students' ability to perceive, think, and creatively reason instead of the method of projecting content (many words on slides) for students to copy or read for students to copy. In addition, the ChatGPT system is a synthesis of resources on the internet, so students' exercises should not be focused on theory and research but should focus on solving situations and incidents to force students to apply the theory in the documents to solve problems and situations. During class hours, teachers also need to analyze, comment or find inadequacies between applied theories through situational clips or reconstructed incidents to increase practicality, create interest and curiosity for students. For student assessment, it is necessary to assess both the learning process (through observation, discussion, presentation, answering questions, etc.) and the ability to solve problems in classroom discussions. In each lecture, the lecturer needs to ask questions related to the lesson content for students to discuss in class and study at home. The assessment results will be counted as part of the test score column. In addition, at the end of each chapter, the lecturer may have exercises and group discussion questions for

students. This result will be counted as a column of points in the total score of the course. Thus, both lecturers and students need the support of technology in teaching and learning methods. Knowledge assessment tests will know the true capacity of law students, especially improving the presentation, argumentation, and thinking skills of students.

- **Third, develop regulations to control scientific research works of students and lecturers in applying technology.**

Educational institutions in general and law training institutions in particular should establish strict regulations on plagiarism checking. Lecturers and students can use technology to refer to documents, but it is necessary to strictly regulate the criteria for accepting plagiarism in each scientific research work. Lecturers for each subject can also apply active teaching methods to prevent students from copying theoretical documents and enhance practicality such as: Case comments, group discussions, doing exercises and group presentations, participating in court sessions and writing feedback reports, using situational simulation methods, studying case files and writing feedback reports in each specific real-life case. Although a bit strict, this method requires students to practice basic skills in problem solving, searching for documents, researching information, handling situations, defining fields, persistently solving problems, presenting... These are practical skills, necessary conditions for a Law student, both applying modern technology and enhancing personal skills.

- **Fourth, enhance practical and technological knowledge for lecturers**

The teaching method of the teacher is the core to determine the effectiveness of knowledge transfer to students, so to improve the quality of students, it is necessary to improve the quality of lecturers. To achieve effective teaching results, the teaching method plays an important role. For each law training institution, there should be policies to create conditions, support, and supplement knowledge on applying technology in the teaching process for lecturers. Lecturers should proactively study and learn about technology to be able to combine technology in the teaching process so that students can easily receive knowledge. In addition, law lecturers are also people who need to have practical knowledge to ensure that teaching is suitable for the legal profession. In fact, currently, many law training institutions recruit young people who have just graduated and train them to become lecturers, but these lecturers in their work process have absolutely no practical knowledge, only focusing on theory. These lecturers can ensure the degree requirements but have no practical experience, no classroom experience and continue to study to continue to have a degree, like a cycle of lecturer quality only revolving around the issue of meeting the academic title and degree requirements without practical knowledge. Therefore, in the process of recruiting law lecturers, priority can be given to recruiting those with practical experience in the law industry, with their practical experience combined with the teaching process, the law training will be suitable for reality. In addition, it is also possible to increase the application of the "dual teaching" model, arranging a law lecturer and a guest lecturer who has knowledge and practical experience (Judge, prosecutor, or lawyer...) to teach part or all of the course, learners will simultaneously acquire legal knowledge from the lecturer and practical knowledge from those who work in the profession. In addition, law lecturers themselves will also have the opportunity to learn practical knowledge and professional skills from their co-teachers. This is a method to improve practical knowledge and professional skills, applying technology for both learners and teachers.

- **Fifth, increase funding for improving technical means to support technology application for teachers and learners.**

Training institutions and law training units need to consider increasing the level of financial support for technical means and necessary physical equipment to improve the practical application ability of law students. Although most of the current training institutions have basic equipment for learners and teachers to present/use technology. However, some old equipment does not ensure the quality of transmission or the equipment is only popular and there are many different types of technical means. When lecturers connect to other equipment provided by the school with technical support, sometimes it is available, sometimes it is not, or the technical staff requires the lecturer to prepare the accompanying supporting equipment himself when teaching at this institution. Students who use technology when presenting their ideas must also bring their own equipment. These things more or less affect the application of teaching methods in the direction of actively applying technology by

both lecturers and students, making lecturers and students lose interest in conveying their information.

Above are some proposals on innovative teaching methods to improve the quality of training under the influence of ChatGPT for Law students in Law training institutions. To effectively implement these proposals, it is not only necessary to have time but also to have resources and dedication from teachers and education managers, besides, it is necessary to have enthusiastic response and desire to change themselves and their passion for learning of Law students. It is a process of changing the awareness and thinking of those in the law industry, who are studying and have a passion for the industry.

CONCLUSION

Teaching methods in the Law sector are one of the important factors in determining the quality of legal human resources in the process of building and developing the country in the integration process before the era of artificial intelligence technology. Therefore, innovating teaching methods for the current Economic Law sector is an urgent issue with long-term and sustainable solutions to improve the quality and effectiveness of training. This contributes to building quality human resources suitable for the country's development process before global technological fluctuations, contributing to creating a strong judicial team.

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