

# Realistic Reflection and Optimization Path of Implicit Rule of Law Education in Colleges and Universities

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## Abstract

Entering the new era, China pays more and more attention to the construction of rule of law, which puts forward higher requirements for the development of legal education in colleges and universities. In order to improve the effectiveness of rule of law education, conform to the needs of the development of education in the new era and make up for the lack of explicit rule of law education, recessive rule of law education has been paid more and more attention. However, colleges and universities still face some difficulties when promoting implicit rule of law education. For example, some colleges and universities do not pay attention to the development of implicit rule of law education, do not fully tap the resources of implicit rule of law education, and the operation mechanism of implicit rule of law education in colleges and universities needs to be improved. Through practical reflection, drawing on the mature experience of the combination of implicit education and other education, this paper puts forward the optimization path for implicit rule of law education in colleges and universities, that is, developing implicit rule of law education resources inside and outside the classroom, improving the communication and coordination, guarantee and feedback evaluation mechanism, filling the loopholes in the implementation of implicit rule of law education and improving the effectiveness of implicit rule of law education.

**Keywords:** recessive education, rule of law education, realistic basis, realistic reflection, optimize the path

## 1. Introduction

As builders and successors of the cause of socialism with Chinese characteristics, legal education for young college students in the new era can accelerate the process of modernization of the national governance system and governance capacity. To promote the development of implicit rule of law education in colleges and universities can enrich and perfect the theory of rule of law education and supplement the explicit rule of law education theory. In practice, it can enhance the effectiveness of rule of law education and improve the scientific level of rule of law education practice. However, at present, hidden rule of law education still faces some problems in the actual development process. We should constantly optimize the promotion path of hidden rule of law education and solve key problems.

## 2. Connotation and Characteristics of Recessive Education

Recessive education is developed on the basis of the concept of “recessive curriculum”. With the more thorough study of recessive curriculum, scholars’ horizons are gradually broadened, and “recessive education” comes into being. <sup>1</sup>In his book *Methodology of Ideological and Political Education*, Zheng Yongting pointed out: “Implicit

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<sup>1</sup> Wu Yaqiu, (2022). Research on recessive Ideological and Political Education of College Students in the New Era. Yangzhou: Yangzhou University.

education is a method to make the educational object consciously accept education while being unconsciously influenced by the infector.”<sup>1</sup> Thus, it can be seen that implicit education and explicit education are opposites, the educational goal of explicit education is obvious and open, while the educational goal of implicit education is hidden and not easy to detect, “implicit education means that the educator will educate the intention and content of education in fun, education in literature, education in construction achievements and other ways. Subtly integrate into the school, family, society and other fields of the carrier and education in the ring body, so that learners’ thoughts and emotions, attitudes and values and behavior in the latent influence, so as to achieve the purpose of education.”<sup>2</sup>

Different from explicit education, recessive education has the following characteristics: First, from the perspective of learners, learners can fully display their subjective initiative in recessive education. Implicit education will create an equal, open and free learning environment, so learners are not passive to accept the knowledge and ideas transmitted by educators, they can choose the knowledge they want to receive according to their own development needs. Second, from the perspective of education carriers, there are various carriers of recessive education. Its carrier can not only be in the campus, but also can be extended to the family and society, including culture, management, activities and network carriers. Thirdly, from the perspective of educational mode, recessive educational mode has latent recessive and permeable characteristics. As we all know, explicit education mainly teaches knowledge to learners through open, direct and indoctrinated forms, while implicit education mainly penetrates learners through implicit and informal ways. In recessive education, learners are often in a state of unconsciousness, which can achieve the effect of “peaches and plums do not speak, but they are so attractive that a path is formed below the trees”. Finally, from the results of recessive education, the effect of recessive education has the characteristics of permanence. Implicit education will fully adjust the enthusiasm and initiative of learners in learning, let learners participate in it, and let them unconsciously accept the influence of educational content in the infection of environment and under the guidance of example demonstration, weaken the resistance of learners and improve the effectiveness of education.

### **3. The Practical Basis for the Application of Implicit Education to the Rule of Law Education in Colleges and Universities**

There is a certain practical basis for colleges and universities to attach importance to implicit rule of law education. The needs of educational development in the new era and the defects of explicit rule of law education require colleges and universities to carry out implicit rule of law education, and its own characteristics and advantages also determine the importance of implicit rule of law education.

#### *3.1 The Need for the Development of Education in the New Era Determines the Necessity of Implicit Rule of Law Education in Colleges and Universities*

In the new era, we are in the complex social background of globalization, informationization and modernization. The students facing the rule of law education in colleges and universities have the characteristics of pluralism and diversity. This determines that the development of education in the new era is bound to present new demands.

First, colleges and universities carry out implicit rule of law education to adapt General Secretary Xi Jinping raised the new trend of higher education development is “insisting on the unity of explicit education and implicit education”. On March 18, 2019, General Secretary Xi Jinping in the chair study ideological and political theory the teachers’ symposium, the “eight unification” accurately summarized the centralized requirements for running ideological and political lessons in the new era, including “insisting on the unification of explicit education and implicit education”.<sup>3</sup> The implicit rule of law education does not mean to ignore the role of explicit rule of law education, but to realize the coordination between the two. We should see that in the early stage of the construction of the rule of law in China, the rule of law education for college students is mainly through explicit education such as ideological and political classes and campus cultural activities to popularize theoretical knowledge and guide faith. At that time, explicit rule of law education played a great role in the training of legal talents and made remarkable achievements. However, with the arrival of the new era and the increasingly complex social background, only the implementation of explicit rule of law education can no longer comply with the new requirements of educational development. It can be seen that the present implicit rule of law education in colleges and universities is determined by the new needs of educational development in the new era.

Second, the implicit rule of law education in colleges and universities is in line with the needs of the

<sup>1</sup> Zheng Yongting, Hu Shuxiang, Luo Yuting, (2010). *Methodology of Ideological and Political Education*. Beijing: Higher Education Press, p. 121.

<sup>2</sup> Wu Haixia, (2020). Application research of implicit Education in junior middle school Rule of Law education. Hunan: Hunan University.

<sup>3</sup> Xi Jinping, (2010). Speech at the School Ideological and Political Theory teachers’ Symposium. People’s Daily, 2010-3-2(1).

development of the current educational concept of “three complete education”. The educational concept of “three complete education” was put forward by the Ministry of Education in 2018 in the Notice on carrying out the pilot work of the comprehensive reform of “three complete education”, that is, whole-person education, whole-process education and all-round education. In order to better adapt to the new requirements of educational development, colleges and universities need to promote the hidden rule of law education. According to the CPC Central Committee’s Opinions on Further Strengthening and Improving Ideological and Political Education for College Students, “All teachers have the responsibility of educating people.”<sup>1</sup> The promotion of implicit rule of law education in colleges and universities can give full play to the role of all faculty and staff in rule of law education, and is conducive to promoting the process of educating all staff. At the same time, the implementation of implicit rule of law education in colleges and universities can penetrate the practice of rule of law education into all aspects of college students’ study and life, break the limitation of time and space of explicit rule of law education, and contribute to the development of the whole process of education. Moreover, colleges and universities attach great importance to implicit rule of law education, and will make full use of various carriers and teaching methods to realize all-round implicit education. It can be seen that the implicit rule of law education in colleges and universities conforms to the development needs of the educational concept of “three complete education”.

### *3.2 The Deficiency of Explicit Rule of Law Education Determines the Inevitability of Implicit Rule of Law Education in Colleges and Universities*

Since the beginning of the construction of rule of law in our country, the explicit rule of law education has played an important role in the cultivation of talents with both morality and law, and its success cannot be ignored. However, we should realize that “rule of law education is a form of education with strong concept, spirit and action, and it cannot achieve its own goals by simply relying on the teaching of explicit curriculum.”<sup>2</sup> If only the traditional explicit education is adopted for the rule of law education, college students will be more inclined to indoctrinate the theoretical knowledge and legal provisions of the rule of law, resulting in learners not having a deep understanding of emotions, attitudes and values. Therefore, students cannot form a firm belief in the rule of law, the rule of law concept and the rule of law identification in the process of rule of law education, and it is difficult to achieve the integration of knowledge and practice. At the same time, explicit rule of law education is very restrictive in time and space, limited to the classroom and the classroom. As a result, rule of law education is out of touch with real life, there is no way to promote students to practice rule of law knowledge in daily life, and it is difficult for students to effectively internalize rule of law theoretical knowledge. Although the rule of law teachers or rule of law educators in colleges and universities are also trying to change the traditional indoctrination preaching, as much as possible to activate the classroom and mobilize the enthusiasm of students, it is still difficult to break through the psychological defense line of college students when conducting rule of law education within a fixed time and space. This is what is said in psychology. When the induction of some information is too obvious, people will think that their choices are limited to a certain extent, and they will instinctively arouse their resistance to this information. In addition, the effect of explicit rule of law education is short-lived. In order to accomplish specific teaching goals within a specified teaching time, educators generally simply impart the theoretical knowledge of rule of law to learners. This educational method can only achieve the effect of temporary knowledge stimulation, rather than the cultivation of comprehensive rule of law character and spirit pursued by rule of law education. Moreover, the cultivation of students’ concept of rule of law and spirit of rule of law cannot achieve a stable and lasting effect. However, the implicit rule of law education attaches great importance to the unity of knowledge, feelings and behavior, and also attaches great importance to the subjectivity of learners. It will fully combine the current new media to provide learners with a platform for independent learning and independent innovation, and mobilize students’ subjective initiative in learning through various educational carriers and innovative educational methods and methods, which can just fill the shortcomings of explicit rule of law education. It is complementary to explicit rule of law education.

### *3.3 The Characteristics of Implicit Rule of Law Education Determine the Importance of Implicit Rule of Law Education in Colleges and Universities*

The characteristics and advantages of implicit rule of law education determine that colleges and universities must attach importance to the application of implicit rule of law education to a certain extent. Compared with explicit education on rule of law, recessive education on rule of law has the following characteristics: First, recessive education on rule of law is latent. That is, the hidden purpose of the hidden rule of law education and

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<sup>1</sup> Opinions of the CPC Central Committee on Further Strengthening Ideological and Political Education for College students. (2014). People’s Daily 2014-8-26(2).

<sup>2</sup> Ye Fei, (2008). On the construction of Hidden Curriculum in Rule of Law Education. *China Education Journal*, (3), 11-16.

the hidden method of the hidden rule of law education. The implicit recessive of educational purpose means that the implicit rule of law education contains the educational purpose in the real daily life, and the learners are in an unconscious state, and their subjective initiative can be exerted to the maximum extent, reducing the rejection of the rule of law knowledge caused by the explicit rule of law education, and thus achieving the silent effect. The implicit education mode means that the implicit education mode of rule of law is different from the explicit education mode of rule of law. It is not direct theoretical indoctrination, but more instructive. It inspires students to accept, understand and experience the knowledge related to rule of law by means of suggestion, situational experience and simulation, and is not mandatory. Thus, students can consciously accept the rule of law education and improve the effectiveness of the rule of law education.

Secondly, the content of implicit rule of law education has the characteristics of penetration. It is mainly manifested in the following two aspects: First, the implicit rule of law education can penetrate the knowledge related to rule of law into the study of other professional courses, the daily life management of college students and various off-campus social practice activities, so that students are always in a strong atmosphere of rule of law, and unconsciously receive the rule of law education. Second, the penetration of the content of implicit rule of law education is also reflected in the fact that the content of implicit rule of law education can penetrate into the hearts of learners from the inside out according to their own personal experience and the summary of experience, which helps college students to form a firm and firm concept of rule of law and rule of law literacy.

Finally, the effect of implicit rule of law education has the characteristics of permanence. As we all know, explicit rule of law education is mainly embodied in the rational level of legal provisions and rule of law knowledge teaching, which must be completed through systematic learning. However, implicit rule of law education, on the contrary, pays more attention to students' own emotional perception and initiative of independent learning, giving students the initiative of learning, so that students can combine their own emotional experience with their own experience, carry on self-reflection, and then trigger students' ideological touch and deep thinking, forming the rule of law thinking. To know the law, study the law and abide by the law. "The persistence of students' learning effect mainly depends on the degree of their emotional involvement, which lies in the students' attitude experience, emotional experience and the initiation of their non-cognitive psychological factors." <sup>1</sup>Implicit rule of law education is to take advantage of this and pay attention to the emotional education of "educating people with emotion", which can penetrate into the hearts of students and achieve more lasting effects that explicit rule of law education cannot achieve. Moreover, the implicit rule of law education breaks the restrictions of time and space, borrows various carriers, and covers a wider range, so the effect will be more lasting than the explicit rule of law education.

#### **4. The Reality Reflection of the Current Implicit Rule of Law Education in Colleges and Universities**

Under the current social background, the importance of implicit rule of law education is becoming more and more prominent, but in the process of carrying out implicit rule of law education and teaching practice, there are still some problems, such as insufficient attention, hidden rule of law education resources to be developed and the operation system is imperfect, which seriously hinder the development of implicit rule of law education in colleges and universities and need to be solved urgently.

##### *4.1 Colleges and Universities Do Not Pay Enough Attention to Implicit Rule of Law Education*

"Colleges and universities are the leaders of the rule of law education of college students, and should also be the main force to organize the hidden rule of law education of college students." <sup>2</sup>However, it can be seen from the current situation that colleges and universities do not pay enough attention to the implicit rule of law education. It is mainly manifested in the following aspects: First of all, university administrators and rule of law educators do not have a strong sense of application of implicit rule of law education, and do not provide enough space for teachers and students to further study whether in teaching content or curriculum setting. The reason for this is that implicit rule of law education has a latent feature, which requires education objectives and content to be embedded in the environment and practical activities, which puts higher requirements on educators. However, due to the huge pressure of scientific research, college teachers often have the situation of willingness but lack of ability. Moreover, due to the lack of fixed teaching subjects and centralized places in the aspect of receiving implicit rule of law education, it is difficult for colleges and universities to adhere to implicit rule of law education, and there are some doubts about whether implicit rule of law education can bring effectiveness. They tend to ignore the training of implicit rule of law education for teachers, or prefer explicit rule of law education, which lacks innovation and is relatively simple in educational methods. As a result, the implicit rule of law

<sup>1</sup> Zhang Li, (2005). Introducing Implicit Education into Explicit Education of Moral Education. *Journal of Southwest University for Nationalities (Humanities and Social Sciences Edition)*, (8), 309-311.

<sup>2</sup> Zheng Yanju, (2021). Research on implicit rule of law education for college students. Hebei: Hebei University.

education in colleges and universities develops slowly. Secondly, although the rule of law educators in colleges and universities have recognized the advantages of implicit rule of law education that explicit rule of law education does not have, they have not paid enough attention to it. The rule of law educators in colleges and universities have not systematically learned the theoretical knowledge related to implicit rule of law education, and have not fully mastered the ways and methods of implicit rule of law education. Most of them still adopt the traditional “didactical” educational method. The rule of law education for college students is only limited to the explanation of basic legal theoretical knowledge by teachers in the classroom, and students passively accept the state, the former is to complete the teaching goal, the latter is to obtain enough credits, so the implicit rule of law education is not included in the teaching design. Finally, the creation of legal education situation is not sufficient. Because the rule of law educators in colleges and universities have not systematically studied and researched the implicit rule of law education, the created rule of law education situation cannot achieve the expected effect, does not attract the attention of students, and cannot touch the inner emotions of students. Although it plays a role in promoting the rule of law to a certain extent, it is more of a situational existence. There is no interaction with the subject and object of rule of law education, resulting in many rule of law education situations tend to be formalized.

#### *4.2 Lack of Development of Implicit Legal Education Resources in Colleges and Universities*

At this stage, because university administrators and rule of law educators have been influenced by explicit rule of law education for a long time, they have formed the cognition that explicit education is the main education. As a result, universities ignore the development of implicit rule of law education resources when conducting rule of law education, which cannot meet the needs of the current development of rule of law education, resulting in the difficulty of carrying out implicit rule of law education in an all-round way. Hindering the process of promoting implicit rule of law education in colleges and universities. First of all, the development and utilization of implicit rule of law education resources in the classroom are insufficient. “Teacher image is an important way to transfer knowledge through perceptual understanding, and a basic means to realize imperceptible education through etiquette, dress up, body, facial expression, speech attitude, etc.”<sup>1</sup> However, in the actual process of rule of law education, teachers do not have emotional communication with students, often just a formality, and the subtle role of teacher image has not been well brought into play. Moreover, colleges and universities do not pay attention to the mining of legal resources contained in other professional courses, and do not make full use of other professional courses to carry out hidden legal education. For example, the current rule of law education of college students is mainly taught through the limited chapters in the Ideological and Moral Foundation and Legal Cultivation of College Students, and the “conscious” use of other professional courses is not obvious.

Secondly, the development and utilization of the hidden legal education resources outside the classroom are not sufficient. Due to the latent recessive nature of the recessive legal education resources themselves, many colleges and universities have fully developed the explicit legal education resources, while ignoring the recessive legal education resources, which will inevitably lead to insufficient exploitation of the recessive legal education resources outside the classroom. First, the recessive legal education resources in social practice need to be further developed. Embedding the content of implicit rule of law education in social practice can strengthen learners’ own experience, and then make them change their passive acceptance of rule of law knowledge and spirit into active learning, which can further stimulate college students’ emotion of rule of law and firm their identification and belief in rule of law in the imperceptible learning. However, there are still many problems in the process of carrying out the actual social practice activities, such as the lack of attention and guarantee of the activity organization and the lack of standardization of the activity organization, which affect the development of the implicit rule of law education resources to a certain extent. Second, the recessive legal resources in campus culture have not attracted enough attention from colleges and universities. Sukhomlinskii once said, “Education by environment is one of the most delicate areas in the educational process.”<sup>2</sup> The intuitiveness and hyperlinguistic nature of the law culture in the physical level of the campus and the permanence of the education determine its educational value which cannot be ignored. Many colleges and universities also realize the importance of the rule of law material culture, but also further strengthen the construction of campus material culture, will add the rule of law related famous sayings and portraits of the rule of law and famous sentences on the walls of the corridors and classrooms, but the form is relatively simple, and there is no real rule of law spirit and knowledge into the campus environment. At the same time, the construction of the legal spirit and culture on campus is more inclined to entertainment and utilitarianism, and the construction of institutional culture has not well implemented the consciousness of democracy and service. Third, the development of network carrier

<sup>1</sup> Zhao Jianchao, (2016). Dilemma and countermeasures of recessive ideological and political education in colleges and universities. *Guangxi Social Sciences*, (9), 212-216.

<sup>2</sup> Sukhomlinskii, (1995). *The Art of Education*. Hunan: Hunan Education Publishing House, 100-101.

resources is insufficient. The network broadens the time and place for college students to study, and enriches the learning resources, which is conducive to the modernization of education and the improvement of the effectiveness of education. However, at present, there are still some shortcomings in the application of the network carrier in China's colleges and universities. Due to the limited technology of network construction, the role of the network carrier can not be fully brought into play. It can be seen that the utilization rate of hidden rule of law education resources outside the classroom needs to be improved.

#### *4.3 The Operation Mechanism of Implicit Rule of Law Education in Colleges and Universities Is Not Perfect*

Implicit rule of law education for college students is a complex systematic project, which needs a scientific and perfect operating mechanism as a guarantee in order to achieve the expected effect. However, due to the lack of emphasis on implicit rule of law education in colleges and universities, there are still many places to be perfected in promoting the operational mechanism of implicit rule of law education. First of all, the communication and coordination mechanism is not perfect. Colleges and universities need to coordinate with all social parties to promote the implicit rule of law education, which is determined by the multiple social roles of college students. Therefore, colleges and universities should further strengthen the cooperation with local governments, public prosecutors' organs, legal affairs organizations and public welfare organizations when strengthening the implicit rule of law education for college students. However, in the actual process, due to the differences in educational level and cognitive ability between different educational subjects, colleges and universities will ignore the coordination and communication with all social parties, which will lead to the failure to form a synergistic working mechanism between them, which hinders the advancement of the implicit rule of law education in colleges and universities to a certain extent.

Secondly, the guarantee mechanism is not perfect. "Once education is not supported by the administrators, the safeguards are not supported, then it is difficult to work."<sup>1</sup> It can be seen that the implicit rule of law education in colleges and universities cannot be carried out without the support of the guarantee mechanism, and a perfect guarantee mechanism is one of the preconditions for the smooth development of implicit rule of law education in colleges and universities. The imperfect guarantee mechanism of implicit rule of law education in colleges and universities is mainly reflected in the following aspects: First, the guarantee mechanism of the main body of rule of law education needs to be improved. The education and teaching methods of implicit rule of law education in colleges and universities affect the play of implicit rule of law education. Second, the guarantee mechanism of related materials needs to be improved. At present, colleges and universities have recognized the important position of implicit rule of law education, but they do not pay enough attention to it, so they do not provide sufficient material guarantee, such as the site for implicit rule of law education, the support of scientific research funds and so on are not perfect system guarantee.

Last but not least, the feedback and evaluation mechanism is inadequate. Only by paying attention to the investigation and summary of the last round of implicit rule of law education and students' mastery and feedback on the rule of law knowledge can universities provide correct guidance and help for the next round of implicit rule of law education. The lack of feedback and evaluation mechanism leads to the failure of universities to determine how to better promote implicit rule of law education. It will seriously affect the development of implicit rule of law education in colleges and universities.

### **5. Optimize the Path of Implicit Rule of Law Education in Colleges and Universities**

At present, the implicit rule of law education in colleges and universities is facing some urgent problems to be solved. Therefore, colleges and universities should continuously optimize the promotion path of implicit rule of law education from three aspects: improving the awareness of implicit rule of law education, deeply exploring the resources of implicit rule of law education and perfecting the operating mechanism of implicit rule of law education.

#### *5.1 Strengthen the Awareness of the Application of Implicit Rule of Law Education*

In order to meet the needs of the development of rule of law education in the new era, colleges and universities should attach importance to the application of implicit education in rule of law education. Administrators of colleges and universities should strengthen their own application of the concept of implicit rule of law education, pay attention to the development of implicit rule of law education, and see that implicit education plays an irreplaceable role in promoting students to learn knowledge of rule of law. At the same time, they should establish and improve the management system of implicit rule of law education, give students and educators more space for the study of implicit rule of law education in the teaching content and curriculum setting, constantly strengthen the implicit education training of the team of rule of law teachers, focus on the training of

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<sup>1</sup> Hui Yanlin, (2020). Research on recessive ideological and Political education in colleges and universities. Harbin: Harbin Engineering University.

teachers in the application of implicit rule of law education methods, and at the same time create the situation of rule of law education. The creation of the implicit rule of law education situation in colleges and universities should not only fit in with students' life but also keep pace with The Times and closely meet the needs of the development of national rule of law. At the same time, it should also be targeted and human nature, and be good at creating a situation in accordance with the law of students' physical and mental development and the degree of cognition of rule of law. To innovate and diversify the situation of rule of law education, it is not limited to Posting rule of law propaganda words, rule of law figures and rule of law famous words in the corridor, but also improve the campus rules and regulations, so that students can personally experience the benefits of following the rules while obeying the school rules, and then help trigger the law-abiding consciousness of students in their hearts. Rule of law educators in colleges and universities are the people who have the most contact with students, which will inevitably have an important impact on college students' learning. Therefore, rule of law educators in colleges and universities should first master the theoretical knowledge of rule of law, so that they can achieve the effect of "although they are not correct, they are not ordered to act". Secondly, college educators should also take the initiative to learn the theoretical knowledge related to implicit education, form a correct understanding of implicit education resources, improve the ability to use the implicit education resources of colleges and universities and the ability to use the ways and methods of implicit education, and then guide students to form the thinking of rule of law and stimulate students' subjective initiative. If university rule of law educators can make better use of implicit rule of law education, they can reduce students' rejection of rule of law learning, help students to establish awareness of rule of law and belief in rule of law imperceptibly, and improve students' learning effectiveness.

### *5.2 Strengthen the Development of Implicit Rule of Law Education Resources*

Strengthening the development of recessive rule of law education resources should mainly start from the following two aspects: First, we should strengthen the development of recessive rule of law education resources in the classroom. The first is to pay attention to the development and utilization of teachers' image. As the so-called "close to the teacher, believe in the way", the role of teacher image in the implicit rule of law education is mainly reflected in the following two points: First, the teacher has a solid theoretical knowledge and knowledge of the rule of law, can attract students, produce admiration for them, and then stimulate their enthusiasm for learning. Second, the rule of law literacy and personality charm of teachers themselves can have a certain impact on students. Under the influence of teachers, they can unconsciously set up the consciousness and concept of rule of law. Therefore, it is necessary to pay attention to the excavation of the teacher image, a hidden legal education resource. Teachers themselves should advocate the rule of law, form a good teacher-student relationship with students, so that they can interact equally and freely, weaken the primary and secondary relationship between teachers and students, and establish an "emotional field" of legal education. Thus, students will take the initiative to accept the rule of law ideas transmitted by teachers and have emotional resonance, so as to improve the effectiveness of implicit rule of law education. Teachers can also invite students to participate in teaching practice, such as making courseware on topics related to the rule of law, explaining teaching auxiliary content, and teaching basic theoretical knowledge of the rule of law, so that students can clearly feel the teacher's belief in the rule of law, which can produce a strong sense of driving and improve students' identification with the rule of law. The second is to explore the hidden legal education resources in other professional courses. Colleges and universities should not only improve the effectiveness of legal education theory courses, but also pay more attention to the development of legal education resources contained in other courses, but also strengthen the teachers of other courses to infiltrate the life attitude, social norms and personal legal concepts required by the legal society when teaching professional knowledge, and constantly enhance the effectiveness of implicit legal education in colleges and universities.

Secondly, it is necessary to strengthen the development of hidden legal education resources outside the classroom. First, it is necessary to deeply explore the function of implicit education in the practice of rule of law. To a certain extent, the improvement of college students' concept of rule of law and practical ability depends on the implementation of rule of law practice activities, and the in-depth development of rule of law practice activities is also conducive to the formation of a strong atmosphere of rule of law, which is a safe, operational and feasible way. Due to the lack of material guarantee in the process of holding legal practice activities, colleges and universities should attach importance to them, provide them with sufficient human and financial resources and other logistical support, and cooperate with multiple resources inside and outside the school to jointly hold them. Moreover, many campus legal practice activities are not standardized, so a center should be set up to set up a complete set of operational systems for practical activities and make overall arrangements for all matters related to social practice. At the same time, the design of legal practice activities should be closely related to the general policy to ensure the correctness of practical activities in the general direction. Second, we should pay attention to the construction of campus culture. The establishment of a strong campus culture of rule of law can invisibly educate and mold students. Campus culture can be divided into campus material culture and

campus spiritual culture. Sukhomlinskii once said, “What the child sees around him — on the walls of the school corridor, in the classroom, in the activity room — is of great significance to the formation of his spiritual outlook.”<sup>1</sup> It can be seen that the campus material culture also contains sufficient recessive educational resources, so colleges and universities should pay attention to the construction of campus material culture, avoid rigid transmission of the rule of law theory knowledge, according to the requirements of contemporary students, clear the needs of students, choose the way students like, make full use of the implicit recessive educational resources. Campus spiritual culture with its strong appeal, cohesion and centripetal force guide the development of students’ ideology and morality. Therefore, colleges and universities should actively explore and make use of the recessive educational resources in campus spiritual culture. On the one hand, colleges and universities can combine important time nodes, on the other hand, colleges and universities can also organize related theme education activities around important social events concerned by students, so as to transmit the rule of law culture and spirit.

### *5.3 Improve the Operation Mechanism of Implicit Rule of Law Education*

The scientific and perfect operation mechanism of implicit rule of law education in colleges and universities is helpful to greatly improve the effectiveness of implicit rule of law education. In view of the deficiencies in the coordination mechanism, guarantee mechanism and evaluation mechanism of the implicit rule of law education in colleges and universities, colleges and universities should lay emphasis on establishing and perfecting the relevant mechanism to promote the development and progress of the rule of law education.

Implicit rule of law education has the characteristics of latent recessive and life, which determines that colleges and universities need to communicate with multiple organizations and resources to promote implicit rule of law education. “As far as its driving force is concerned, the implicit rule of law education for college students, as an important part of the rule of law education for college students, is a top-down social activity led by the government and oriented by the value of rule of law. As far as its main body is concerned, it is the result of the joint action of multiple subjects led by colleges and universities and supplemented by the multi-directional interaction of family, community and legal professional resources.”<sup>2</sup> Therefore, colleges and universities should attach importance to exchanges and communication with various departments, realize the integration of multiple resources, establish and improve the platform and system for social forces to participate in the legal education of colleges and universities, ensure the interaction and communication between various departments and universities, and form a scientific and effective coordination mechanism. At the same time, the application of implicit legal education resources in colleges and universities cannot be separated from the corresponding economic investment and support. Colleges and universities should further strengthen the awareness of the importance of implicit rule of law education resources, and improve the material, human and financial support for the construction of implicit rule of law education infrastructure. First of all, the theme activities and educational funds related to the implicit rule of law education should be included in the school budget, so as to provide material financial guarantee for the implicit rule of law education. At the same time, colleges and universities can broaden the sources and ways of practical teaching funds and raise funds for implicit rule of law education in many ways.

Feedback and evaluation is a key link in the management of rule of law education in colleges and universities, and it is indispensable in the process of the development of rule of law education. The perfection and improvement of feedback and evaluation mechanism can constantly sum up experience and lessons, provide theoretical and practical experience for reference for the development and progress of implicit rule of law education in colleges and universities, and contribute to the better development of implicit rule of law education. The results of explicit rule of law education are easier to evaluate than those of implicit rule of law education. Explicit rule of law education can be measured by the performance of students, but implicit rule of law education is difficult to have a standard when it is implemented, so the evaluation of the content and method of implicit rule of law education can only be indirectly evaluated by the behavior of students. Therefore, colleges and universities should establish a perfect feedback and evaluation mechanism to determine whether students have truly internalized the rule of law knowledge. And the measure of implicit rule of law education should be consistent with words and deeds.

To sum up, with the continuous development and progress of The Times, explicit rule of law education gradually reveals some problems and faces some challenges, and the advantages of implicit rule of law education are increasingly revealed. At present, colleges and universities continue to explore the implicit rule of law education, which is bound to improve the effectiveness of rule of law education, training the new era needs of both moral and legal talents has important theoretical and practical significance.

<sup>1</sup> Sukhomlinskii, (1981). *One Hundred Suggestions for Teachers*. Beijing: China Education Publishing, 108.

<sup>2</sup> Zheng Yanju, (2021). Research on implicit rule of law education for college students. Hebei: Hebei University.



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