

Research on Immersion Teaching of Junior high School Morality and Rule of Law from the Perspective of Embodied Cognition

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Abstract

The ideological and political course is a key course for fulfilling the fundamental task to implement moral education and cultivate people. The unified edition of the Morality and Rule of Law course in the compulsory education stage is an ideological and political course, which has the crucial responsibility of cultivating new people of the times with ideals, capability and responsibility. With the country's high regard for the ideological and political course, since entering the new era, the reform of the ideological and political course has been achieved a lot of results. The ideological and political courses in junior high school has a relatively comprehensive teaching system in the China, ideological and political teachers have also explored various teaching and learning methods. This paper based on the embodied cognition theory, integrating the innovative teaching model of immersive teaching into the ideological and political course in junior high school, through refining teaching design, creating immersive learning situations, reproducing embodied actions, which can let students to promote the understanding of knowledge in real or simulated social situations, strengthen teachers' transmission of values to students and to explore improvement strategies for the junior high school Morality and Rule of Law curriculum to provide theoretical support and practical guidance for its teaching.

Keywords

Embodied cognition; immersion teaching; morality and rule of law course in junior high school.

1. Overview of embodied cognition theory

Traditional cognitive science asserts that cognition can exist independently of the body, exhibiting a tendency toward disembodied perspective. Under the disembodied cognition, traditional teaching has overlooked the role of the body, treating it as a container or unnecessary burden. Teachers view learning as the brain's internalization and absorption of textbook knowledge, constructing new cognitive framework in a way that excludes bodily involvement-essentially a "neck -up" approach to teaching and learning. Embodied cognition-based teaching emerged as a critique of traditional disembodied cognition-based pedagogy. Embodied cognition theory completely overturns the traditional mind-body dualism, arguing that cognition is inherently embodied -cognition cannot exist independently of the body. Instead, cognition arises through dynamic interaction between the body and its environment. Learning and comprehend knowledge do not confined to the brain but also shaped by bodily experience and situational engagement. The concept of "Embodied Cognition" originates from Western philosophy and has also been translated as "situated cognition" or "incarnated cognition" in some contexts. In Western, Descartes' mind-body dualism dominated for centuries, positing a strict separation between the body and the mind, with the body relegated to an inferior status. Later, scholars began to question and criticize Descartes' view. In the 20th century, Martin Heidegger, Edmund Husserl, and Maurice Merleau-ponty argued against this division, instead conceptualizing them as an integrated whole. Merleau-ponty's

phenomenology of embodiment brought the body into philosophical and cognitive research. His work underscored the body's foundational role in shaping human perception and understanding, offering a direct critique of the tradition of privileging the mind over the body. This intellectual shift not only transformed epistemological perspectives but also laid the groundwork for the development of embodied cognition theory. According to the philosophy of consciousness, knowledge is a construct of the mind, independent of the body. However, phenomenology of the body asserts that human existence is the unity of body and consciousness—an integration of the physical and the spiritual, the sensory and the rational, the objective and the subjective, as well as nature and value. This shift in perspective has led to increasing attention on the role of the body in cognition. In a narrow sense, embodied cognition suggests that cognition or the mind primarily shaped by bodily actions and structures, with various cognitive activities being molded by the body and sensorimotor schemes. Embodied cognition in a broader sense not only emphasizes the role of the body but also underscores its dynamic interaction with the environment, framing cognition as an integrated system of mind, body, and surroundings. Whether in its narrow or broader sense, embodied cognition highlights the fundamental influence of perception and bodily engagement in cognitive processes. However, it is not merely a matter of cognition's physicality but rather the dynamic interplay between cognition, the body, and the environment.

In short, the theory of embodied cognition positions the body as central to cognitive processes, integrating this perspective into teaching entails prioritizing the learners' bodily engagement in the cognitive process. Traditional mind-body dualism holds that cognition originates from the mind, with the body as a passive container for knowledge. In contrast, embodied cognition challenges this view by emphasizing bodily involvement in cognition, the dynamic interplay between mind, body, and environment, and the emergent nature of cognitive processes. This paradigm shift reclaims the body from its historically suppressed role, asserting that cognition is fundamentally grounded in bodily experience. The significance of embodied cognition lies in its call to recognize the role of bodily experience in learning and to explore more effective pedagogical strategies. In practice, this necessitates enhancing the embodied and situational aspects of junior high school Morality and Rule of Law instruction, fostering a holistic "mind-body integration" among educators, and deepening both teachers' and students' physical engagement and emotional involvement. Such an approach provides a concrete direction for improving the effectiveness of moral and legal education.

2. The fundamental characteristics of immersion teaching based on embodied cognition theory

Embodied cognition theory posits that cognition is not solely a function of the brain but an integrated process involving the body, environment, and context. This theory challenges the traditional disembodied approach to teaching by emphasizing learners' multi-modality perception of learning content. It promotes dynamic interactions between learners and their learning environment while underscoring the significance of contextual experience in the learning process. Immersion, as the term suggests, conveys meanings such as soaking, permeation, and gradual transformation within a specific environment. Immersion teaching refers to an instructional approach that engages learners in a particular environment and context, fostering creativity, active participation, and emphasizing deep participation, immersive experience, and interactive learning. Under the framework of embodied cognition theory, immersion teaching involves teachers creating authentic learning scenarios and enhancing students' emotional engagement. By actively experiencing and applying knowledge through bodily interaction, students achieve a deeper understanding, ultimately improving learning outcomes.

2.1. Authenticity of context and sensory engagement

From the perspective of embodied cognition theory, knowledge acquisition is not an isolated cognitive process confined to the brain but is closely intertwined with specific contexts. This implies that the teaching process should fully leverage authentic learning environments, allowing students to engage with tasks and surroundings through multiple sensory channels, thereby fostering deep cognition and long-term memory retention. Immersive teaching methods often utilize virtual reality (VR), augmented reality (AR), or real-life simulations to provide students with an engaging, firsthand learning experience. In alignment with the Moral and Legal Education Curriculum Standards (2022 Edition) for compulsory education, Moral and Legal Education is an integrated, practice-based course that focuses on developing students' core literacy. By creating diverse learning scenarios and emphasizing student-centered learning, this course enhances students' moral awareness and sense of responsibility. Implementing contextualized teaching strategies can effectively immerse students in the learning process, increasing their engagement and sense of presence in the moral and legal education classroom. Through situational learning, students can deepen their experiential understanding and cultivate emotional connections, reinforcing the educational impact of the course. Compared to traditional didactic instruction, authentic learning contexts can significantly enhance learners' interest and motivation, leading to improved learning outcomes. Embodied cognition theory posits that cognitive processes emerge from bodily interactions within specific contexts. Therefore, immersive teaching strategies create realistic or lifelike learning environments that closely align with students' everyday experiences, ensuring that learning takes place within concrete social contexts. This approach enhances the practical value of knowledge and facilitates deeper understanding. Moreover, embodied cognition theory emphasizes that perception and physical movement directly influence cognitive processes. Multisensory stimulation engages different sensory channels, promoting the brain's integration of knowledge and ultimately reinforcing learning outcomes. By leveraging immersive and context-rich teaching methods, educators can create dynamic learning experiences that foster both cognitive and experiential engagement, leading to more meaningful and lasting knowledge retention. Immersion teaching leverages multisensory experiences, enabling learners to acquire information through visual, auditory, and tactile channels. This approach transforms abstract legal and moral concepts into concrete, tangible representations, fostering more vivid and enduring cognitive structures. For example, when teaching the lesson Rights and Obligations, educators can design a Campus Simulation Parliament, where students are divided into groups to play different roles, such as legislators, teacher representatives, and student representatives. Within this authentic parliamentary setting, students discuss the formulation and revision of school regulations. Throughout the process, they not only analyze and understand the relationship between rights and obligations through verbal expression and interactive discussions but also deepen their comprehension by engaging in role-playing and experiencing real-world decision-making scenarios. Grounded in embodied cognition theory, immersive teaching emphasizes the integration of authentic contexts with sensory engagement. By actively constructing knowledge through immersive experiences, students develop deeper conceptual understanding and achieve emotional resonance with the subject matter. This combination of situational authenticity and multisensory participation ensures that learning is not only intellectually meaningful but also personally impactful.

2.2. Immersive Experience and Multidimensional interaction

Influenced by traditional disembodied cognition, many teachers, constrained by limited class time, tend to rigidly follow textbook progress, neglecting students' individual thinking and interactive discussions, resulting in a dull classroom atmosphere. Moreover, when teachers merely deliver textbook knowledge in a mechanical manner, without real-life immersive

experiences. Thus, students struggle to develop a clear understanding, find it difficult to memorize knowledge, and ultimately see little improvement in their learning outcomes. Embodied cognition theory argues that cognition isn't confined to the brain—our bodily movements are deeply linked with cognitive activities. Immersive teaching guides students to interaction with others by body and construct knowledge through hands-on experiences. In this process, students can actively explore knowledge, while teachers encourage students to acquire skills through practice, discussion, and reflection, rather than passively accept knowledge. In junior high school Morality and Rule of Law course, many concepts can be quite abstract. Teachers can translate these concepts into practical actions, encouraging students deeper engagement. Embodied cognition emphasizes that the body doesn't simply assist in cognition—it actively and uniquely engaged in it. Our emotions, attitudes, and decisions are response to bodily experiences. Immersive teaching taps into this connection, leveraging students' physical presence and agency to create personalized learning experiences and reinforce a student-centered approach. Teachers can incorporate role-playing and simulated scenarios, enable students to actively solve problems and actively construct knowledge. This approach shifts the body from a passive educational object into a cognitive subject, facilitating dynamic learning. For example, when teaching the lesson "Observe rules", teacher can design role-playing scenarios that bring abstract concepts to life. Instead of a lecture, students could step into a simulated school entrance scene where illegal parking is causing chaos. Some students play rule violators, others act as police officers or pedestrians, and they engage in a debate based on real-life cases. This approach forces students to step into their roles, experience different perspectives, and make moral judgments based on their positions. Through this embodied experience, students can deepen their understanding of the importance of respecting rules. Throughout the activity, teachers can observe students' expressions and body language, sensibly managing time and providing timely feedback in the final discussion. This immersive experience, interactive learning process—where students engage with both their peers and their teacher—helps them form their own moral judgments while cultivating a strong sense of social responsibility and civic participation.

2.3. Emotional Authenticity and cognitive coupling

Embodied cognition suggests that emotions and bodily experiences play a crucial role in shaping cognitive processes. An embodied existence—integrating both emotion and cognition—not only informs teachers' instructional planning and interventions but also enhances students' ability to connect with learning content and construct meaning. Immersive teaching creates highly engaging environments where students experience learning as if they were truly present in the situation. By closely integrating emotional experience with knowledge construction, this approach fosters affective resonance and strengthens learning outcomes. Cognitive coupling highlights the dynamic interplay between emotion and cognition. When students experience the real-world significance of textbook knowledge in their daily lives, they continuously refine and transfer their understanding in the process of cognition formation. To facilitate this, teachers can incorporate dramatic simulations, making students experience the real experience and stimulate their emotions. In junior high school Morality and Rule of Law course, where abstract concepts may be difficult to internalize, such embodied experiences can stimulate the students' interest in learning and emotional engagement. The interactive nature of the activities not only reinforces emotional authenticity but also provides psychological and affective support, making students adapt the complex social life easily. By engaging with their environment, coupled with affective engagement and emotion, students can develop deeper cognitive structures and facilitate meaningful knowledge transfer. Throughout this process, students can receive timely feedback, and regulate their learning strategies, fostering deep learning and thinking. Emotional authenticity not only enhances intrinsic motivation but also serves as a powerful mechanism for long-term knowledge retention. In immersion teaching,

students who engage in authentic emotional experiences are more likely to internalize moral principles and apply them in real-world social contexts, reinforcing ethical decision-making beyond the classroom.

2.4. Cognitive generativity and Thinking Expansion

Traditional classroom teaching often emphasizes knowledge transmission, where students passively receive instruction from teachers. The learning content remains relatively static and lack of connection with real life. In contrast, immersion teaching based on embodied cognition theory highlights the dynamic generation of knowledge. Through authentic bodily experiences, engagement in teaching scenarios, and multisensory interactions, students continuously construct their own knowledge systems. In the teaching of Morality and Rule of Law course in junior high school, this cognitive generativity manifests not only in the active construction of knowledge but also in the expansion of students' thinking, emotional resonance, and the development of social responsibility. As previously mentioned, immersion teaching places great emphasis on real-life experiences, which not only deepen students' understanding of textbook knowledge but also enable them to generate their own cognitive frameworks in social life. Embodied cognition theory posits that cognition is inherently emotional and perceptual. In immersion teaching, students engage in embodied actions, immersive scenarios, and real-world interactions, allowing them to achieve cognitive enhancement while also engaging in open-ended tasks that encourage multidimensional thinking. This process broadens their cognitive horizons, fostering deeper and more flexible thought patterns. In summary, immersion teaching based on embodied cognition theory enables dynamic knowledge construction and continuous cognitive discovery through expanded thinking. This approach not only fosters emotional resonance and cultivates social responsibility but also facilitates deep learning. By improving the teaching effectiveness of junior high school Morality and Rule of Law course, it enhances students' adaptability, critical thinking skills, and able to adapt to the progress and change of society, ultimately strengthening the practical effectiveness of morality and rule of law education. Immersion teaching under embodied cognition enhances student engagement by providing highly authentic learning situations, fostering immersive emotional experiences, and stimulating multi-sensory cognitive processing. This approach promotes the extensive participation of students, and facilitates deeper understanding through practice. The experiential learning derived from such bodily engagement demonstrates significantly greater immersion and retention compared to conventional didactic language instruction. Integrating immersive teaching into junior high school Morality and rule of Law courses creates more realistic instructional scenarios, while incorporating the latest social issues as activity contexts can stimulate students' enthusiasm and creativity. In the future, as technology continues to advance, the integration of embodied cognition and immersion teaching will further optimize educational methodologies, offering learners more intelligent and personalized learning experiences.

3. The application value of immersion teaching in the teaching of Morality and the Rule of Law in junior high school

The insight of embodied cognition for teaching suggest that learning is a embodiment process, with cognitive activities emerging from the body's interaction with its environment. Immersion teaching, as a teaching model that emphasizes the integration of learning environments with student experiences, transforms the classroom into an open space. So students can not only receive knowledge passively but also actively engage in experiencing and constructing knowledge, ultimately becoming a master of knowledge. Compulsory Education Morality and Rule of Law Curriculum Standards (2022 Edition) points that morality and rule of law course is political, ideological and comprehensive and practical. The Morality and Rule of

Law course aims to cultivate core competencies by creating diverse learning situations, emphasizing their active role in the learning, and enhancing their moral awareness and sense of responsibility. Ultimately, it aims to foster well-rounded individuals who integrate moral, intellectual, physical, aesthetic, and labor education, preparing them to be responsible successors in the new era. However, influenced by the traditional notion of "disembodied cognition," Morality and Rule of Law course in junior high school instruction still faces significant challenges. Teaching remains largely a "neck-up" process, where students are treated as passive container of knowledge, while teachers are restricted to the podium, delivering information in a one-way transmission. Learning is often reduced to rote reception, with students physically constrained behind their desks. As a result, many students have a low interest in the class and limited engagement in the classroom. Traditional teaching model often neglects students' bodily engagement, leaving their role as active participants unclear and ultimately hindering the effectiveness of Morality and Rule of Law instruction. In contrast, immersion teaching emphasizes active participation, embodied experiences, and dynamic interactions between teachers and students as well as among peers, this approach overcomes the disadvantages of one-way knowledge transmission under traditional teaching. high school students, characterized by heightened physical, emotional, and perceptual sensitivity, may develop resistance or even aversion to the subject if instruction relies solely on rote memorization and passive reception. Integrating immersive teaching into Morality and Rule of Law teaching can break away from these rigid teaching methods by fully engaging students' sensory experience and mention. Moreover, by fostering deep involvement and immersive experience, this approach not only enhances students' sense of engagement and achievement but also make the subject more attractive. Under the new curriculum standards and the subject of core literacy, the Morality and Rule of Law course in junior high school emphasizes a holistic approach to learning—integrating knowledge, emotions, will, and action. This approach not only helps students to learn fundamental moral and legal knowledge but also aims to shape students' emotional attitudes, strengthen their moral will, and cultivate their practical ability in real life. Immersion teaching, through role-playing and scenario-based learning, allowing students to step into real-world situations where they experience firsthand what it means to exercise their rights and fulfill their responsibilities. This approach can establish their deep emotional connection and authentic legal cognition, making Morality and Rule of Law course more meaningful and practical.

Specifically, in junior high school Morality and Law course, topics such as constitutional law, cultural life, and the Chinese Dream are central. However, if these subjects are taught through traditional lecture-based methods, students may find the content abstract and struggle to internalize both the knowledge and the sense of social responsibility it aims to cultivate. Immersion teaching offers a way to bridge this gap by engaging students not just intellectually, but also emotionally and physically. A teacher's enthusiasm can shape the classroom atmosphere, drawing students into the learning experience, while their own conduct serves as a model for students to imitate. Beyond this, immersive teaching makes use of music, drama, and other expressive forms to create vivid classroom scenarios that spark students' emotions and encourage them to learn through embodied experience. When discussing morality and integrity, role-playing and real-life simulations can help students develop a deeper personal connection to ethical values. In legal education, case studies and mock trials provide hands-on opportunities to strengthen students' awareness of laws and their applications. When introducing the Chinese Dream, teachers can integrate real-life stories—such as those of master artisans or national award recipients—to inspire students and make the concept more tangible. At the same time, modern technology should be leveraged to enhance these immersive experiences. Multimedia tools—including visuals, text, videos, and audio—allow teachers to craft dynamic and lifelike learning environments that make the content more accessible and

engaging, ensuring that students don't just understand the material, but truly connect with it. Immersion teaching, as an innovative teaching model, enhances students' comprehension and their practical competence through immersive experiences. In junior high school Morality and Rule of Law courses, the implementation of immersion teaching builds upon established educational principles and existing instructional methods. At its core, immersion teaching prioritizes emotional and cognitive engagement, enabling students to internalize curricular objectives and translate them into concrete actions through active participation. This approach ultimately advances the fundamental mission of education: cultivating moral character and fostering civic responsibility.

4. The construction of immersion teaching in the junior high school morality and rule of law course under embodied cognition

When embodied cognition is integrated with immersion teaching, the body and experience become more than just a vessel—it turns a key to knowledge construction. To build a new ecosystem in the teaching of Morality and Rule of Law in junior high school, we require respecting students' developmental needs and embracing the practical essence of teaching. Course content should be contextualized through real-life cases relevant to students, while interactive peer engagement and the equal participation of teachers serve as instructional scaffolds. Through reflection, experience, and practice, students can grasp the theoretical foundations of Morality and Rule of Law in a way that feels theoretical and meaningful. This not only enhances classroom engagement and strengthens moral identity but also ensures that core disciplinary competencies take root in students' lives. Ultimately, this approach lays a solid foundation for nurturing well-rounded individuals who embody moral integrity, intellectual curiosity, physical vitality, aesthetic sensibility, and a strong work ethic—future citizens ready to contribute to society. Building on this, the present study designs an immersive teaching model using Lesson 13, Realizing Life's Value, from Unit 4 of the seventh-grade edition of the nationally unified Morality and Rule of Law textbook. This lesson invites students to explore the meaning and significance of life, guiding them toward a deeper understanding of their own aspirations and responsibilities. By fostering a sense of social responsibility, strengthening political identity, and inspiring students to dedicate themselves to the great rejuvenation of the Chinese nation, the lesson seeks to not only impart knowledge but also ignite a sense of purpose and commitment in every learner.

4.1. Effective instructional design to stimulate interest

Drawing on the embodied cognition theory's emphasis on "experience and perception", instructional design should align with the nature of the knowledge being taught, students' cognitive characteristics, and the feasibility of implementation. The ultimate goal is to ensure that teaching objectives translate into students' deep understanding of the material and their ability to apply what they have learned in everyday life. The lesson titled "Realizing the Value of Life" is divided into two sections: "Creating Life's Value through Labor" and "Achieving a Brilliant Life through Contribution." This course content aligns with the requirements set forth in the "Moral and Rule of Law Curriculum Standards (2022 Edition)," which stipulate that students should be able to connect their personal destiny with the national destiny and correctly understand the meaning and value of life. The target audience for this lesson is seventh-grade students, who, due to their cognitive limitations, may have doubts about the definition and realization of life's value. Additionally, teachers should be aware that seventh-grade students are in their adolescence, a period prone to imitative behavior. Therefore, during the teaching of this lesson, it is important to guide students in establishing a correct outlook on life, values, and the world. Finally, in line with the above and the curriculum standards, the learning objectives for this lesson are clearly defined for the students: first, to understand the

meaning of life's value, and second, to learn how to realize the value of life. Based on the above analysis, teachers can set the instructional objectives of this lesson as follows: enabling students to understand the essence of life's value, recognize labor as a crucial pathway to realizing personal worth, and cultivate a commitment to practicing the socialist core values of patriotism, integrity, dedication, and friendliness. Moreover, students should be guided to integrate their personal aspirations into the larger national context, striving forward with perseverance and making meaningful contributions.

To ensure a fully immersive learning experience, the appropriateness and richness of instructional materials play a decisive role in shaping the effectiveness of the lesson. In this regard, teachers can adopt a case-based teaching approach centered on individuals who have been awarded national honorary titles. This approach aligns with contemporary socio-political discourse, helping students stay informed about national affairs while fostering a sense of political identity. Additionally, role models serve as powerful catalysts for emotional engagement, thereby enhancing students' affective connection to the lesson. During the explanation of key concepts, teachers can integrate inquiry-based questioning to assess and reinforce students' learning outcomes in real time. Simultaneously, collaborative learning strategies should be employed, allowing students to navigate complex concepts through cooperative exploration and deepen their understanding of life's meaning through interactive discussions. Finally, in the assignment stage, a practice-oriented task can be introduced: students could be encouraged to interview exemplary figures in their own communities. This hands-on activity not only reinforces theoretical learning but also facilitates the practical application of disciplinary knowledge, ensuring that moral and civic education translates into meaningful real-world engagement. In summary, effective instructional design serves as the guiding framework for immersive teaching. In the context of junior high school Morality and Rule of Law course, teachers should adhere to curriculum standards while integrating course content in a way that respects students' cognitive and developmental trajectories. By carefully selecting relevant and timely materials, structuring lesson activities strategically, and fostering students' engagement through embodied participation, educators can not only enhance students' comprehension of key concepts but also empower them to grow into responsible and aspiring young citizens in contemporary society.

4.2. Instructional environments enhance experiential learning

Cognitive activities are context-dependent and shaped by situational factors, with the interaction between the body and environment influencing the depth of cognition. Immersive instructional settings can actively engage students emotionally and cognitively, allowing them to swiftly enter a learning state while fostering deep learning and sustained intellectual engagement. Designing such immersive environments entails creating conditions that encourage both physical and mental participation. This requires not only optimizing the physical classroom setting but also ensuring that teachers cultivate an atmosphere conducive to deepen embodied learning. When constructing instructional contexts, teachers should prioritize scenarios that naturally foster student immersion and effectively facilitate the introduction of new content. Currently, the use of instructional contexts in junior high school Morality and Rule of Law courses remains somewhat underdeveloped. Some teachers adopt a perfunctory approach, assuming that merely playing a few videos during lessons suffices to create an immersive experience. However, this often results in low student engagement and a weak alignment between the instructional context and the lesson's objectives.

To enhance immersion, teachers should carefully select audiovisual materials that align with the specific content of each lesson. Additionally, they can enrich the learning experience by incorporating music to set the tone, organizing student-performed role plays, or facilitating debates. These diverse instructional approaches not only evoke distinct emotional responses

but also acknowledge the individuality of students, recognizing that sensory stimuli affect learners differently. Therefore, when designing instructional contexts, teachers should consider whether the majority of students can effectively perceive and engage with the contextual elements, thereby fostering deeper comprehension and a more meaningful learning experience. Taking the lesson Realizing Life's Value as an example, teachers can begin by playing a video of the National Medal and National Honorary Title awarding ceremony before introducing the new content. This helps create a solemn atmosphere that underscores the significance of national honor while allowing students to experience the inspirational power of role models. Following this, the teacher can select an outstanding individual as a case study for the lesson, guiding students to explore the deeper meaning of life's value through the exemplary qualities and experiences of that person. Moreover, students' physical freedom and degree of bodily engagement in learning significantly impact their learning outcomes. In traditional classroom settings, seating arrangements are often fixed in a grid-like formation, limiting spatial flexibility. To foster a more relaxed and interactive learning environment, teachers can rearrange the seating into a circular formation during the lesson, allowing students to engage more freely within the instructional context. Additionally, instead of remaining confined to the podium, teachers can move around the classroom, actively listening to students' voices and facilitating more dynamic interactions. While playing the video of the National Medal and National Honorary Title awarding ceremony, teachers can observe students' facial expressions and body language. During group interactions, teachers should provide timely feedback and encouragement based on students' authentic physical responses, fostering an atmosphere of equal interaction between teacher and students.

In conclusion, immersive instructional contexts serve as the foundation for immersive teaching. In junior high school Morality and Rule of Law course, appropriately altering students' seating arrangements to promote spatial interaction and utilizing multimedia technology to create an environment that encourages physical participation can significantly enhance the learning experience. Through embodied participation and active communication with the teacher, students can engage in experiential exploration, complete classroom tasks, and apply their learning in real-life contexts. This approach not only facilitates the integration of knowledge and action but also helps students understand instructional content and gradually internalize the core values of socialism through immersive, interactive experiences.

4.3. Realistic embodied movement for physical and mental integration

The Morality and Rule of Law course in junior high school aims not only to impart theoretical knowledge to students but also to develop their disciplinary literacy, enhance their moral and legal awareness, and reinforce the fundamental task of fostering virtue and shaping character. However, at present, many moral education courses at the junior high school level still prioritize knowledge transmission, often neglecting the moral guidance necessary for students' development. Immersion teaching, grounded in embodied cognition theory, uses experiential and process-oriented methods to integrate the physical awareness of both teachers and students into the instructional context. Through effective teaching interactions, students are fully engaged in the learning process, allowing for collaborative communication among teachers and students, as well as between students themselves. This approach fosters both the understanding and practical application of knowledge. In the classroom, the embodied nature of participation is embedded within the core elements of teaching—students, teachers, the learning environment, and the content being taught. Effective teaching requires educators to harness and coordinate the embodied characteristics of relevant elements to fully engage students' initiative, enthusiasm, and experiential learning. Therefore, immersive teaching guided by embodied cognition theory should increase the physical involvement of both teachers and students. This can be achieved through embodied teaching methods that enhance

students' sense of experience and achievement, fostering deeper engagement and learning outcomes.

As mentioned earlier, in the lesson *Realizing Life's Value*, the teacher can use specific case studies to engage students' emotional cognition. In the second section, "How to Realize Life's Value," role-playing can be employed as a form of bodily expression. Students can be divided into groups and assigned roles such as doctors, teachers, environmental workers, and so on. By simulating work scenarios, students can use body movements to interpret the value of these professions, mimicking the daily routines of these jobs. This activity encourages students to reflect on the paths to realizing life's value. During this process, students can also share their feelings about the roles they played, allowing them to experience firsthand the significance of labor in creating value. As a result, students are encouraged to develop a love for work in their everyday lives. The role-playing approach breaks away from traditional methods of knowledge transmission and rote memorization, enabling students to actively engage in the learning process. This approach makes classroom learning more open and personalized, allowing students to explore their own learning styles. Additionally, we can leverage the surrounding learning environment, such as organizing students to participate in campus waste sorting or volunteer services at a nursing home. Teachers can document these activities through photos and offer heartfelt encouragement, while students can write diaries reflecting on their experiences. Through these tangible actions, students can understand the significance of dedication in achieving a fulfilling life. At the end of the lesson, teachers can lead students in loudly reciting messages of encouragement for youth, making gestures of support to motivate students to strive for the realization of the Chinese Dream. Therefore, the teaching process should emphasize both teacher and student physical participation, using genuine embodied actions to enhance cognitive understanding and promote the integration of mind and body.

In conclusion, authentic embodied actions are the key to immersive teaching, as the body serves as the medium for both teachers and students to express, understand, and perceive in ideological and political education classes. In the context of junior high school Morality and Rule of Law courses, treating the body as a fundamental element of teaching allows for the full utilization of physical interactions between students and between teachers and students. By incorporating bodily movements as supplementary tools in classroom instruction, students can transform abstract knowledge into concrete experiences through personal engagement and direct emotional involvement.

5. Conclusion

Embodied cognition theory places the body in a central position, emphasizing the interaction between the body and its environment, and positing that cognitive processes are deeply intertwined with affective experiences. This paper examines junior high school Morality and Rule of Law course from a new perspective, using immersion teaching as a breakthrough to explore reform pathways in political education at the junior high level. Through an analysis of embodied cognition theory and a discussion of immersion teaching, the study reveals significant application value for immersion teaching in junior high ideological and political courses. On one hand, it fully empowers students as active subjects, allowing them to experience cognition through embodied actions; on the other hand, it enables students to enhance their emotional experiences within immersive instructional contexts, leading to a deeper understanding of knowledge and the development of practical skills. Based on these findings, the author concludes that constructing an immersive teaching model necessitates effective instructional design, the creation of immersive learning environments, and the incorporation of authentic embodied actions. Embodied cognition theory breaks away from the traditional teaching paradigm influenced by the "mind-body dualism," placing greater

emphasis on the role of the body and environment in the cognitive formation process. It also offers a reassessment of the previous approach in junior high school Morality and Rule of Law teaching, which tended to prioritize knowledge transmission over moral practice. Immersive teaching, with its embodied and contextual characteristics, further enhances the teaching experience. Moving forward, integrating immersive experiences into junior high school ideological and political education can meet students' individual needs, increase engagement, and improve the appeal and interest of these courses.

As embodied cognition theory continues to evolve, future research on immersive teaching may delve deeper into areas such as the adaptability of immersive teaching in various educational contexts, or whether immersive teaching influences students' learning habits. Therefore, immersive teaching based on embodied cognition theory is poised to become a key direction in the reform of junior high school ideological and political education. If given the opportunity, I plan to further adjust and refine the application of immersive teaching in junior high Morality and Rule of Law courses in my future teaching practice

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