

The Educational Value Enlightenment of Children's Experience from the Perspective of Embodied Cognition

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Abstract: In the field of education, children's experience is faced with the situation of separation, ignoring the value of the body to the experience of children. Children's experience is based on the original experience and generated through the active construction of the body's interaction with others and the environment. Children's body injects new vitality into the generation of their experience. The existence of children's body can reshape the physical and mental unity of children's experience, give children subjectivity in the experience and deepen the educational experience of children's growth. Therefore, explore the educational value of children's experience based on the perspective of embodied cognition, explore the construction of knowledge in children's experience, the learning situation in children's experience, and the teaching pursuit in children's experience.

1. Introduction

Traditional cognitive science holds the dualistic view of the separation of body and mind, ignoring the important position of the body. In Western philosophy, Descartes' dualistic thought of body and mind has a profound impact. He separates the body from the mind. The mind is the spiritual entity of human beings and the source of thinking, while the body is a material entity, which cannot produce thinking. Therefore, influenced by the dualism of body and mind, in educational activities, children's bodies are often overlooked and placed in a state of discipline and oppression. Children's education only occurs "above the neck", and children oppose their bodies and minds in the process of acquiring experience. Embodied cognition emphasizes the value of the body and pays attention to the comprehensive development of children's body and mind. We should abandon the phenomenon of body deficiency in experience, explore the internal relationship and logic between the body and experience, and return the 'body' to the generation of experience.

2. The Absence of the Body in Traditional Experience

The deviation in traditional philosophy in understanding experience has led to the separation and opposition between the body and mind. In the process of education and teaching, children often face the dilemma and challenge of leaving their own bodies, mistakenly believing that the noble truth that children's hearts were originally filled with is obscured by the container of their bodies, making their bodies an appendage to their hearts. The process of children's experience is seen as the process of overcoming physical obstacles and gaining cognition, which is a spiritual activity and an abstract logical thinking psychological activity that is detached from the body. Teachers do not realize that spiritual, cognitive, and other activities are rooted in children's bodies. Children's bodies become the source of experience through mutual connection and integration with the world. "Embodied cognition affirms the dependence of cognition on the body and the root of the body in the cognitive process". [1] As an important source of knowledge, experience requires the participation of the body and the interaction of the environment to form cognitive experience. Traditional education focuses on instilling children's experience, ignoring children's hands-on activities, and children's bodies cannot participate in the process of generating experience. On the one hand, teachers copy their own long-term accumulated experience to children, they worship the existing teaching experience too much,

showing a state of self-bound survival, instilling their own rigid and rigid experience to children, ignoring the generation of experience of children as body subjects. On the other hand, there is a misunderstanding of experience in education. The traditional view of experience holds that experience is stiff, static and definite, which covers the existence value of the body in children's experience. Therefore, studying the physical presence experience in awakening children's experiences is more beneficial for knowledge construction, curriculum, and educational value.

3. The Existence Value of Children's physical Experience

3.1. Reshape the Unity of Body and Mind in Children's experience

Children's experiences possess a holistic unity of body and mind, without the stark opposition and division of body and mind. The body is the source of all activities for children, and it is interconnected with the soul to promote the development of children's experiences. Emphasizing the value of the body in experience, the body constantly interacts with the world, inspiring new ideas, solving new problems, and exploring the significance and value of children in life. At the same time, emphasizing the value of the body is not a denial of children's minds and thoughts, but rather an emphasis on using a unified method of mind and body to solve problems with scientific thinking. Emphasizing the integration of body and mind in children's experiences is an important impact on the neglect of children's physical value in current education, emphasizing meditation, reading, and imparting inherent knowledge. Therefore, children should be regarded as complete individuals, emphasizing the integration of their bodies and minds through experience, and respecting the cultivation of complete and vibrant individual children. Children play a leading role in their learning and life, being active participants rather than external bystanders. They develop awareness and actions towards the colorful world, and participate in the construction of the world as the main body. The world will also change due to children's reactions."The mind does not observe or grasp objects from outside the world of physical and social things, but is a participant, interacting with other things".[2] Children's experience does not deliberately emphasize either subjective or objective, mind or body, but rather integrates subjective and objective, mind and body, and the two interact and complement each other. There are some drawbacks in current education that neglect children's bodies. They strive to pursue grades, promote children's rationality, and exclude children's bodies from the classroom because they believe that children's physical activities will interfere with their learning, which is not conducive to effective learning. But the fundamental problem lies in the fact that teachers do not recognize the value of children's bodies. Children's spirit is rooted in their bodies, and their experiences are constantly generated by the integration and connection between their bodies, minds, and the world.

3.2. Give the Child Subjectivity in Experience

Based on the cognitive science of the traditional dualism of mind and body, the human mind is regarded as a mirror of the external world to react and receive information. Therefore, there is a serious problem of neglecting subjectivity in the acquisition of children's experiences. In education, teachers become the leaders in imparting authoritative knowledge, children become the containers of imparted knowledge, and children lose their subjective cognition. Children passively accept established, authoritative, ultimate, and rational knowledge, sit in the classroom, and the physical foundation of their subjectivity is ignored or even denied. Children's bodies are often seen as interfering factors in educational activities, and their bodies are often suppressed and excluded. This view of children's experience is not conducive to children's creation of new knowledge, seriously suppressing their subjectivity and enthusiasm, and ultimately hindering the development of education. Dewey emphasized human subjectivity and proposed the five step method of reflective thinking, emphasizing that children should use scientific thinking methods to solve various problems and confusions in their practical activities, make assumptions, take actions, and finally reflect on themselves. Emphasizing the importance of children's independent practice and exploration mainly lies in restoring the physical foundation of children as the main body, and integrating their body and mind into practical activities to build a complete, continuous, and unified whole. In short, practical

exploration activities that value children's autonomy can help restore their physical and mental unity. Therefore, the current philosophy of children's experience should attach importance to the value of the body subject, fully leverage children's initiative and enthusiasm in experience, and avoid the phenomenon of subjectivity alienation.

3.3. Deepening the Educational Experience of Children's growth

Education is the continuous growth of children's experiences, which have the characteristics of continuous development and growth, and are condensed into children's current real life. The continuous updating of children's lives requires the continuous growth of their experiences, which inject vitality and energy into their lives. Therefore, the growth of experience is also the growth of children's personal participation in life, as well as the growth of education. Through the updating of social groups, the continuation of any experience is a real fact. Education, in its broadest sense, is the social continuation of this kind of life. In summary, the growth of education is the continuous growth of children's experiences, the growth of children themselves, and growth becomes an important force for educational purposes. Any form of education currently opposes establishing an external, rigid, and unrealistic purpose for children. When we consider proposing a stationary purpose as an ideal and standard, the seriousness of the negative nature of the hypothesis about the possibility of immaturity is evident. [4] The immaturity of children provides plasticity for the growth of experience, including physical, psychological, and other immaturity, while external rigid, unrealistic, and distant educational purposes, Making children comply with inherent standards severely limits their instinctive growth and creative abilities. At the same time, this also overlooks the participation of children in their physical growth, making their lives and learning mechanical and passive. Therefore, if children's obedience is regarded as the goal in education, their personality will be ignored. The understanding of "growth or development refers not only to the growth of the body, but also to the growth of intelligence and morality" [5]. Educational activities do not advocate for absolute freedom for children, and all activities are left to children's discretion. Respect for children's experiential growth does not lead them to become 'anarchic'. The experience and growth of children have no ultimate goal, and the continuous improvement and reorganization of experience provide opportunities for children to continuously grow. The purpose of education is to promote the growth and growth of children's internal experiences through continuous transformation and reorganization of their experiences.

4. The Educational Value Enlightenment of Children's experience From the Perspective of Embodied Cognition

4.1. Knowledge Construction of Children's experience From the Perspective of Embodied Cognition

Knowledge is built on experience and ultimately comes from experience. Children's bodies participate in the construction of knowledge, and knowledge learning is completed on the basis of physical movement. Children can simulate the feelings of others and form their own experiences through channels such as the sensory and motor systems of the brain and body. Experience originates from the interaction between the body, cognitive objects, and the environment. Through rational reflection and deepening, it promotes the interaction between the body, cognitive objects, and the environment to achieve a dynamic balance, which forms knowledge. [6] The continuous construction of knowledge requires children's experience, and children need to engage in effective learning through physical participation in an appropriate learning environment. If the interaction between children and the body and environment is ignored, children's knowledge learning cannot proceed and deepen. Therefore, in educational activities, to promote children's efficient knowledge learning, correct knowledge construction requires full attention to the interaction between children and the body and environment, and to provide children with a learning environment that is conducive to knowledge construction. From the perspective of embodied cognition, if knowledge is really constructed in children's experience, the relationship between children's body and the world must be

constructed in educational activities. As a vibrant and experiential individual, children interact with knowledge, others, and the environment through their physical participation. In education, children's experiences must have meaningful associations with educational contexts in order to construct new educational knowledge and meaning. To attach importance to the construction of knowledge in children's experiences, it is necessary to rely on the content of textbooks, attach importance to existing knowledge, and on the other hand, attach importance to the construction of children's bodies in knowledge. This means that in the process of constructing knowledge, children experience and experience it firsthand through their bodies, which is like the continuous travel and exploration of their bodies. As Mr. Ye Shengtao said, "To become familiar with those places, you must personally travel to those places. The process of firsthand exploration and construction of knowledge by children is the process of "contact" and dialogue between their bodies and the environment, thereby generating knowledge from experience.

4.2. The Learning Circumstances of Children's Experience From the Perspective of Personal Cognition

The experience of children is an experience that unfolds in the process, and its essential significance is the presentation of the past, present, and future processes. The process of children's experience has strong practical significance and operability, and is a process of children experiencing and learning firsthand. Experience is not only a form of knowledge acquisition, but also relates to many comprehensive factors such as mind, behavior, and reaction. This activity is closely related to the content that children are currently learning. Children's experience is a continuous learning process that generates their own learning experience through scientific self reflection thinking. Children's learning is the process of constructing knowledge through physical participation in specific contexts, and at the same time, children can also transfer and apply knowledge in different contexts. The experience of children is that they are in a continuous learning process, and as physical subjects, they cannot survive without their context. The learning of children's experiences is a holistic practical activity that interweaves the body, objects, and environment of the cognitive subject. [7] Therefore, the interaction between children's body, cognitive object and environment is the essence of children's experiential learning. Through the holistic and interactive learning environment, children can gain embodied cognition experience. The experience of children is action, and children are the subject of action. Children perceive things and understand the world through their bodies. Therefore, teachers should be very aware of the important value of children's bodies for experience, create a good learning environment, and promote the mutual connection between children's bodies and the learning environment.

4.3. Teaching Pursuit of Children's Experience from the Perspective of Personal Cognition

The teaching pursuit of children's experience from the perspective of embodied cognition emphasizes that teaching activities attach importance to the process of children's overall participation in learning, and gain physical experience from physical experience. The "body" of a child is the unified and complete body of the child, including the physiological functions and physical and mental unity of the child. Therefore, educational activities should adhere to the integrity of teaching and involve all parts of the child's body, because the child's body not only helps to continuously construct experiential knowledge, but also facilitates the rational development of children, making the teaching process full of vitality and vitality, and no longer filled with forced instructions and oppressive atmosphere. Children can gain new experiences on the basis of existing ones, enrich their physical experience, and promote the continuous and continuous development of teaching. Analyzing teaching activities from the perspective of embodied cognition, first of all, teaching should attach importance to the participation of children's bodies. Teachers should change the wrong idea of the traditional dualism of body and mind. Children's cognition is derived from the interaction of children's bodies and their bodies with the surrounding environment. Children's cognition is generated by the body's experience in specific situations, relying on specific situational and environmental factors. Therefore, in classroom teaching activities, teachers need to create teaching situations through various methods and methods, so that children can intuitively feel things, obtain specific physical experiences, and

improve learning effectiveness. Emphasizing the situational nature of teaching is not to promote outdoor activities while denying the rationality of classroom existence, but to emphasize the practical background of children's experience and application. [8] In short, in teaching activities, teachers should liberate children's bodies and enable them to connect and interact with the outside world.

5. Conclusion

Based on embodied cognition, this paper explores the educational value of children's experience, abandons the traditional mind-body dualism, and injects new vitality into the educational value of children's experience. Emphasizing the value of body in children's experience, reshaping the unity of body and mind in children's experience, emphasizing body subjectivity and body experience, provides important educational enlightenment for knowledge construction, children's learning and education and teaching.

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