

Moral Education of Physical Education from the View of Embodied Moral Education

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Abstract: In the core quality of sports, the effect of students cannot be achieved in the short term. Therefore, in order to achieve the goal of physical education character, the author puts forward the teaching strategy of physical education character under the perspective of embodied moral education, so that students can have the concept of embodied education character and give full play to the educational function of physical education courses.

Keywords: Moral education; Physical education; Embodied moral education

Our school moral education work has made great achievements, but teaching, the traditional moral education will moral teaching as knowledge to students, the traditional moral education from the body, Wanjin Meng called the moral education “moral education”, namely the physical and mental dualism, emphasis on mental processing preaching, but from the situation, ignore the body behavior habits, lead to know two skin^[1].

In order to achieve the moral goals and how to implement them in the process of physical education teaching is a topic worth exploring, the author carefully reads “Physical Perception-Principle of Education and Application”, which may bring us a new research perspective to solve the problem of moral goals.

1. The Origin and Main View of embodied Moral Education

“Embodied moral education” is derived from the moral education of “physical cognition”, which is the moral education based on the theory of physical cognition, then, what is “embodied”? What is it to “physically cognitive”?

The word is etymologically “embodied”, its prefix “em-” evolved from Latin “in-”, meaning: “Embodied in”, means embedding the body into the world^[2]. Haosheng Ye believes that body can be understood as: a kind of unique experience of the body, a unique experience from the structure of the body and the sense of the movement system. Embodied cognition is essentially a psychosomatic relationship.

The traditional cognitive psychology binary theory of “I think why I am” represented by Descartes, taking cognition as the characterization and processing process independent of the body, is the basis of experiences. Cognition is shaped by the activities that the body acts on the world, cognition is essentially a physical experience that stems from specific physical structure and physical activity^[3].

The penetration of physical cognition in the field of morality research began to pay attention to by scholars. Melo-Ponti perceptual phenomenology believes that morality is deeply rooted in the interaction between the body and the world, and is constrained by the brain, the nervous, and even the body^[4]. Jianmin Wang believes that the concept of physical moral education is concrete, personalized, practical, and put forward the implementation path of physical moral education: one is to construct a moral campus life; the second is to let students experience labor practice; the third is to let students in the subject study, so that “teaching” eventually rise to Huawei “education” of people^[5].

To sum up, embodied morality explores the subjective moral and psychological activity rules from the objective body and situations, which not only enriches the content of physical cognition, but also makes up for the deficiency of traditional moral psychology, overcomes the development dilemma of “detached cognition”, and opens up a new perspective and new orientation of moral psychology research.

2. Implementation Strategy of PE Moral Education from the View of embodied Cognitive Theory

2.1 Basic characteristics of the embodied cognitive theory

Physical education under the physical cognitive theory has the basic characteristics such as physical, situational and interactive, and we should pay attention to the following principles in the design of teaching strategies.

Fitness is the basic feature of embodied cognition, embodied cognition is embodied, the body feeling-movement system plays a key role in the cognition, cognition is embedded, brain, body and environment. Interaction principle is the interaction and integration,

cognition is based on the environment, environmental conditions not only affect cognition, but also become a part of cognitive function.

2.2 Strategies for Teaching Physical Education under Cognitive Theory

Physical education teaching is different from other subjects, first, physical practice, can not only enhance students' physical fitness, but also develop their intelligence; secondly, physical education class has open sports space, its spacious space, conducive to interpersonal interaction; finally, the basic unit of physical education teaching is the group, reflected through competitive relationship, work together and grow together. The process of physical teaching activities cannot be separated from the development of the body, teaching situation and interactive activities. Stand on the position of cultivating morality to examine the moral teaching of physical education class, which is as follows:

2.3 Body Design for embodied Teaching Activities

The core element of embodied cognitive theory is "fitness". How to scientifically reflect the design of teaching activities, fitness is the key to design, and embodied cognitive theory integrates cognition and body and mind. The body is the body in experience and the body in the process of cognition.

Humans recognize the world from birth through physical movements and senses, and acquire concepts based on this. Physical education teaching has its own ontology, The different teaching content can be explored as a way of physical education, For example, in gymnastics teaching to support jumping (goats, jumping box, vault) items, Some students are afraid of the first practice, Teachers can now reduce the difficulty, After trying to jump, With the encouragement, To adjust the height again, At this time can cultivate students brave, not afraid of difficulties, dare to challenge their sports spirit; Protection and help will be required in gymnastics teaching, Students who protect and help can personally be responsible for students, Can enhance the students' sense of social responsibility; In the endurance run in track, Students are constantly overcoming the "poles" to reach the end, When the student is physically, To feel only positive, To surpass the self-imposed sportsmanship.

2.4 Environmental Design for embodied Teaching Activities

Physical education teaching environment includes physical environment and psychological environment, physical environment mainly includes natural environment, queue formation; psychological environment mainly includes school style and class style, interpersonal relationship in physical education teaching.

In the open natural environment in physical education teaching, students can practice freely, and the body freedom can release the feelings of life energy. In the situation of teaching design competition, the results must win, teachers need to praise their achievements, continuous efforts to the next level, the teachers need to affirm them, encourage the team members to make persistent efforts, rather than to blame each other, the responsible will take the responsibility from the heart, when the students perceive the impact of the environment, teachers conduct moral education, students will naturally internalize the social responsibility, the correct view of victory, and team sports character physical spirit.

2.5 tailored cognitive activity interaction design

Interactive activities are an important link of physical cognitive theory, skillfully interacting and integrating the physical education and environment in moral education.

Professor Zhangming Wang pointed out: "The focus of physical education teaching and moral education is competition events, because the psychological basis of competition events is the competition personality and the group of cooperation."^[6] For example, in the course of football classroom teaching, the teacher through the game activities, if a student does not respect the referee and violate the rules, will be punished, we can watch the performance, if at this time, after the teacher's point and good moral education, group members if the team want to win the game, he must cooperate with group members, respect others, abide by the rules, may win the game. Never respecting others and violating the rules forced him to respect others and abide by the rules. This behavior is not only the performance of sports character, courtesy and mutual respect, but also the performance of abiding by the rules, fairness and justice and good education in sports ethics.

3. Conclusion

The education method is mainly indoctrination education, and it is difficult for students to experience the connotation of moral education from their inner emotions and actions. Therefore, the author puts forward the theory of using embodied moral education in physical education classroom, providing possible to achieve the goal of sports moral character.

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