

Original Paper

The Construction of “Curriculum Ideology and Politic” in Finance and Law Courses under the Theory of Embodied Cognition

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Abstract

Financial and legal courses play a key role in the professionalism of financial students, but the “Curriculum Ideology and Politic” in this course area is facing problems such as the deviation of the subject and the content, the alienation of the course and the profession, and the disconnection between moral education and intellectual education. An effective solution is to introduce the theory of embodied cognition, which emphasises students’ practice, experience and participation, and can effectively reconcile the contradiction between knowledge transmission and value shaping to ensure their consistency. Under the guidance of the concept of embodied cognition, the construction of “Curriculum Ideology and Politic” in combination with specific courses has proved its value in enhancing students’ participation and emotional resonance, and realised the same direction of knowledge transmission, ability shaping and value guidance. However, different “embodied” teaching behaviours still have limitations, and teachers still need to choose appropriate methods according to the teaching content and students’ characteristics. Looking ahead, the reform of Curriculum Ideology and Politic under the perspective of embodied cognition should pay more attention to the importance of teachers’ “teaching by words and example”, balance the relationship between human beings and technology, and ensure the effectiveness of Curriculum Ideology and Politic.

Keywords

Financial and Legal courses, Curriculum Ideology and Politic, Specific Knowledge, Building Paths

1. Introduction

With the fundamental task of “cultivating morality and nurturing people”, curriculum ideology and politics stresses that education in professional courses should not only focus on theory teaching, but also achieve the same direction of knowledge teaching, ability shaping and value guidance. With the comprehensive advancement of the reform of course ideology and politics, colleges and universities have been exploring and trying to give full play to the nurturing function of professional courses. As an important part of the professional course system of finance and commerce, a large number of financial and legal courses are of great significance in guiding the formation of the professional quality of “honesty and integrity, morality and law” of finance and economics majors. However, at present, the financial and legal courses in higher vocational colleges and universities are of great importance. However, at present, the financial and legal courses of higher vocational colleges and universities have not attracted enough attention to the course of political thinking, the Ministry of Education has set up a project of 114 higher vocational colleges and universities “course of political thinking” demonstration project, there is not a financial and legal courses. And in the practice of curriculum reform, the financial and legal courses in colleges and universities also exist reform on the surface, the effectiveness of the status quo is not high.

2. The Current Situation and Dilemma of “Curriculum Ideology and Politic” of Financial and Legal Courses in Higher Vocational Colleges and Universities

2.1 Divergence of Subject and Content

At present, the units in charge of the demonstration project of course ideology and politics for financial and legal courses are all undergraduate colleges and universities, and most of the students are law students who take legal affairs as their future career or to undergraduate economics and management students. Therefore, in terms of content selection and ability enhancement, they pay more attention to the cultivation of students’ research ability and analytical thinking, and stay at the stage of lecturing in terms of value guidance.

Although vocational education is an important type of education in the country, it is undeniable that students employed in higher vocational colleges and universities are slightly inferior to undergraduate students in terms of their theoretical learning ability and self-motivation to learn. In the classroom, this difference is manifested in the fact that students are significantly more active in practical training and operation courses than in theoretical courses, and their motivation to learn appears to be more prominent when faced with theoretical courses related to the demand for certification. Taking the big data and accounting professional students of a higher vocational college in Wenzhou as an example, a survey of the financial and legal courses they have studied shows that the Digital Taxation Practice course has become the course with the highest interest of students, followed by the Basics of Economic Law, while financial and legal courses such as Financial Legal Practice and Enterprise Legal Practice have been neglected. The course of Digital Taxation Practice is taken from the part of Taxation Law of

Junior Accounting Qualification Examination, combined with practical tasks such as tax declaration, which is in line with the learning characteristics of higher vocational students and naturally can be loved by higher vocational students. Meanwhile, as a certification course, Fundamentals of Economic Law can also attract the attention of students who have the need for certification. However, as these courses are more inclined to help students obtain certificates, the teaching content mainly focuses on the knowledge points of the examination, which undoubtedly makes implicit education marginalised in the teaching process. Further, if teachers are not able to effectively integrate “Curriculum Ideology and Politic” into courses where students are more enthusiastic in learning, it will be more difficult to implement “Curriculum Ideology and Politic” in other financial and legal courses where students’ interest is even lower.

2.2 Alienation of the Curriculum from the Profession

Despite the fact that finance and law programmes are naturally rich in “ideological and political” elements, they still face the problem of a disconnect between the objectives of education and the needs of the industry of finance and trade, which leads to the teaching content being too broad and difficult to meet the students’ accurate expectations of their future careers.

Taking the course of “Fundamentals of Economic Law” as an example, in-depth exploration of the elements of ideology and politics under the knowledge carrier of “cancellation of labour contract” can be found, such as “professional ethics, risk awareness, protection of labour rights and interests” and other teaching entry points. If the main body of the lesson is business management students, the foothold of “Curriculum Ideology and Politic” should be more around how to comply with professional ethics, how to balance the rights and interests of employees and organizational efficiency; if the target students are big data and accounting majors, then focus on stressing the impact of the cancellation of the labour contract on the accounting documents and financial statements, to show that the cancellation of the financial risk may cause, and at the same time emphasize the financial risk in the treatment of the financial statements. If the target students are big data and accounting majors, they will focus on the impact of labour contract termination on accounting documents and financial statements, showing the financial risks that may be caused by termination, and at the same time stressing that the principles of honesty and fairness should be followed in the treatment of financial statements. In order to achieve the moral education function of Curriculum Ideology and Politic and Politics in the course to precisely serve the needs of jobs and fit the characteristics of majors, it puts forward high requirements on the practical experience and industry background of the lecturers.

2.3 Imbalance between Moral and Intellectual Education

In the process of the mechanical main ball “curriculum ideology and politics” goal, some teachers will “curriculum ideology and politics” implementation is simply understood as teaching content with “ideology and politics” or output with the meaning of “value guidance”, “moral education” will lose its vitality. “Value guidance” meaning of the content, “moral education” will lose vitality, easy to appear and course knowledge independent of each other, the integration of the situation is hard. For example,

in a course on the preparation and analysis of financial statements, the teacher identified business ethics as one of the moral education objectives of the lesson. In the implementation of the teaching, the teacher simply added moral principles and professional ethical guidelines to the case, without clearly linking them to the knowledge of financial statement preparation and analysis, not to mention naturally triggering students' in-depth understanding and thinking through effective activities or environmental creation. As a result of such mechanical implantation, students obviously lack interest and a sense of identity, and it is even more difficult for them to relate it to actual accounting work, which is ineffective in both moral and intellectual education.

To sum up, the financial regulations course has a strong theoretical nature, prominent purpose, and lack of attention to the students' "body feeling", which has caused the phenomenon of "Curriculum Ideology and Politic" in the construction of the body. The theory of embodied cognition, as a cutting-edge teaching theory, takes humanism as the core, pays more active attention to the subject's qualities, deeply grasps the professional attributes, and organically fits the knowledge of the course, so that it can more effectively solve the problem that "knowledge transmission and value shaping" of the financial regulations course can't go in the same direction. Through various educational practices at home and abroad, it has been proved that the scientific design of embodied education and teaching activities can effectively solve the "disembodiment" problem in traditional teaching and enable students to have more in-depth experience in the classroom, and to form the correct values, outlook on life and world outlook during the experience.

3. Analysis of the Applicability of the Concept of Embodied Cognition to Financial and Legal Courses in the Context of "Curriculum Politics"

Embodied Education, which is based on humanism and constructivism, advocates that learners can promote learning and in-depth construction of knowledge through physical participation and perception. (Note 1) Among them, Embodied Education emphasises the decisive significance of the body in the cognitive process. Whether it is knowledge transmission or concept penetration, teachers need to awaken or stimulate the students' bodies in teaching and establish a connection between the individual and the world he or she is living in, so as to make the students achieve the internalisation of ideological and political concepts and the application of learning through organic interaction and integration of the brain, the body and the environment. (Note 2) Its application in education and teaching includes body movements, field tests, role-playing, and situational simulation, etc., which have been proved to be effective in playing the role of explicit and implicit education. With the concept of embodied education to guide the cultivation path of Civic and Political Studies, we will explore in depth how embodied, situational, interactive and immersive teaching experiences can effectively mobilise students' bodily senses to achieve physical and mental symbiosis, and realise the reform goal of "imparting knowledge and guiding values" of the Civic and Political Studies curriculum in the same direction and at the same time.

3.1 People-Centred, with Emphasis on Active Participation and Reflection by Students

The concept of embodied cognition considers learning as a process of interaction between the individual and the environment, and stresses that educators should pay attention to the individual characteristics and differences of students, satisfy their different learning needs and styles through diversified teaching strategies and activities, mobilise their initiative in the learning process, and cultivate their individual reflective and metacognitive abilities.

Firstly, the concept of embodied cognition advocates that individual bodily perception is the core of emotional development. The teaching process should fully guide students to participate in the body and pay attention to their emotional changes, so that “knowledge” (including tacit knowledge and explicit knowledge) can be truly internalised and transformed into their concepts and behaviours through gentle guidance. The concept of embodied cognition is used to guide the “Curriculum Ideology and Politic” of financial and legal courses, which can improve the perceivability of professional knowledge transmission and ideological education, and through the creation of contextualised and experiential teaching activities, students’ physical participation is used to influence their perceptual system, and to dilute the students’ intimidation and resistance in the study of financial and legal courses. Through the creation of contextualised and experiential teaching activities, the students’ physical participation is used to influence their perceptual system, and the students’ fear and resistance in the study of financial and legal courses are diluted.

Secondly, in addition to encouraging active student participation, embodied cognition promotes opportunities for reflection and metacognition. Traditionally, the main body of reflection in teaching is the teacher, who thinks about and evaluates whether the pre-determined teaching activities are effective or not. However, only the active reflection and observation of learners on their own learning process is the stage at which teaching and educational behaviours truly achieve the goal of nurturing people. Currently, under the influence of meritocracy and pragmatism, students’ focus is often limited to course scores, rankings, certificates, etc., ignoring the impact of moral integrity and ideals on their own, and even more so, they are unable to reflect on their own “literacy” gains and losses in the learning activities. Therefore, the cultivation of reflective ability and metacognition is of great significance in the reform of Curriculum Ideology and Politic. This not only helps students to understand more deeply the moral principles and values contained in the curriculum, and to examine their own cognitive biases and prejudices, but also helps students to improve their discursive and critical thinking skills, so that they can think more deeply about and assess the reasonableness of different viewpoints and values.

3.2 Practice-Oriented, Focusing on the Cultivation of Literacy in the Vocational Context

Embodied Cognition Theory emphasises a practice-oriented conception of education, arguing that the ultimate goal of learning is not just to stay on book theory, but that sex needs to be verified and applied in the real world. This viewpoint advocates that Civics education should be conducted in a vocational context to help students apply their knowledge and literacy acquisition to real-world problem solving. This conception of education fits with the goals of Curriculum Ideology and Politic reform and enables

students to better understand and apply Civics knowledge.

In the reform of curriculum ethics, the concept of practice-oriented embodied education advocates the creation of authentic situations and practical opportunities for students. By engaging in physical activities and emotional experiences, experiencing different ethical decision-making situations, and perceiving the consequences and impacts of behaviours, students gain a deep understanding of the professionalism required for their jobs and the ethics required for their professions. Subconsciously, students' interest in learning is ignited, and they are no longer passive listeners, but subjects full of desire to explore. By closely combining learning and practice, providing real situations and practice opportunities, and cultivating students' practical and application abilities, the current predicament of financial and legal courses being alienated from the profession can be effectively solved.

3.3 Integration of Science and Reality, Seeking Simultaneous Enhancement of Intellectual and Moral Education

Deepening our understanding of embodied cognition theory, we see a new perspective on learning: it is not only the exploration of knowledge, but also the holistic development of emotions, skills and values. Learning should go beyond the acquisition of knowledge and involve the integration of bodily perception, emotional experience and cognitive thinking. Pure knowledge education, if detached from the value system behind it, weakens its function of knowledge transfer; similarly, moral education detached from the carrier of knowledge is like a castle in the air, unable to effectively realise the role of value leadership. In the learning of textbook knowledge, through the integration of context and emotional experience, moral values are integrated into it, which can achieve the comprehensive enhancement of students' overall quality. The teaching goal of the Curriculum Ideology and Politic is to achieve the same direction of "knowledge transfer" and "value leadership" in professional courses, and the concept of embodied cognition meets this demand. Under the guidance of this concept, moral education and intellectual education are cleverly integrated in the knowledge carrier, prompting students to self-explore the values behind the knowledge they have learnt, and ultimately completing the independent cognition of knowledge and self-construction of values.

4. The Construction Path of "Curriculum Ideology and Politic" in Financial and Legal Courses under the Perspective of Embodied Cognition

The construction of course ideology of financial and legal courses under personal cognition requires teachers to deeply reflect on and reconstruct the traditional teaching practice. The design of teaching should take into account the needs of the practical background of finance and commerce majors, and be based on the ideological stance embedded in the specific courses, exploring the way of resonance between individual cognition and objective knowledge. In view of the dilemma of the ideological construction of financial and legal courses, we try to focus on "four points" to construct the path of ideological construction of the courses, taking "Enterprise Legal Practice" as a sample.

4.1 Identification of the Subject's Ideological "Weak Points"

The "weak points" are the students' lack of political literacy, which is the key for teachers to carry out targeted political teaching and penetration in the classroom. Under the perspective of embodied cognition, each student's unique physical experience and emotional needs should be paid attention to. Therefore, in the positioning of "weak points", more personalised methods, such as questionnaires, in-class observations and post-class interviews, should be used to truly explore the shortcomings of students' Civic and Political Literacy. The design of the questionnaire and post-course conversation can reflect the professional quality requirements and the moral education content contained in the financial and legal courses, set up some open-ended, contextualised questions, reduce the non-black and white judgement, and guide the students to make judgements and answers based on their own value orientation. The acquisition of "weak points" not only ensures that the implementation of the course's ideology can be targeted, but also provides support for the sustainable development of the course's ideology and the dynamic adjustment of the teaching programme.

4.2 Tapping into the "Generating Point" of the Ideological and Political Elements of the Curriculum

"Generation points" mainly refer to the knowledge carriers contained in the curriculum and teaching materials that can implement the goal of cultivating moral integrity. In the selection of knowledge carriers, it is necessary to ensure that they are in line with the value cultivation line of "love for the Party, love for the country, love for socialism, love for the people and love for the collective", and to ensure that the ideological and political elements of the curriculum reflect the goal of "moral and technical skills, integrity and service" in the cultivation of professional talents. As the main basis for teaching, the textbook is an important source of knowledge for students and an important support for teaching activities. To accurately grasp the "generation point", the first thing to do is to do a comprehensive combing of the textbook, will contain all the elements of the Curriculum Ideology and Politic to do butchers, due to digging as much as possible, to complete the whole course of the teaching content and value orientation of the combing. Secondly, the analysis of professional training programmes, research enterprises and industries on the quality of students' future employment needs, and seek its intrinsic coupling with the curriculum system, textbook content, course knowledge.

4.3 Construction of a "Point of Implementation" for the programme's Civic Education

In teaching practice, it is not difficult to find that when the teacher is eager to standardise the content of moral education to students, and painstakingly tell students the importance of the students, the students do not appreciate, and even resentment. Therefore, how to do "salt dissolves in water", the cultivation and practice of socialist core values into the whole process of teaching and educating people need to seek the best "implementation point" of moral education, through the "with the body Through the realisation of "embodiment", learners' willingness and interest in self-learning can be effectively stimulated.

Through contextual, interactive, embedded, experiential, and immersive knowledge expressions, learners are guided to produce more embodied actions, experiences, reflections, and perceptions in

learning to achieve explicit and implicit educational goals. Regarding how the “embodiment” of embodied cognitive reinforcement is realised, Black proposed two types of embodiment: physical embodiment and imaginative embodiment. Physical embodiment includes direct embodiment (cognitive development based entirely on the body), agentic embodiment (controlled by the individual, with the individual represented through the manipulation of an external “agent”), augmented embodiment (cognitive development through the combination of a representational system and an augmented feedback system), and imaginative embodiment, which involves cognitive enhancement through mental simulation.

(1) Direct embodiment, with examples of real-life scenes to enhance the sense of reality.

The embodied environment is the field where learning takes place and the carrier of cognitive development. Relying on the construction of training bases, enterprise practice and school-enterprise cooperation to form a real field, the classroom allows students to feel the enterprise culture and experience the demand for professionalism in financial positions through the environmental settings in line with the content of the lectures, such as the paste of the enterprise rules and regulations, the design and layout of the enterprise cultural slogans, and the code of conduct for financial office personnel; the use of the summer practice to organise Students visit enterprises, so that enterprise employees tell the professional ethics of financial positions and the economic regulations to be observed. Introducing the enterprise tutor mechanism, the enterprise tutor issues real enterprise tasks, students play different roles to experience the conflict of interest and legal responsibility of various parties, and get real professional feelings while applying knowledge to solve problems.

For example, in the course of “enterprise legal practice”, there is an important knowledge is the content of the contract, in the conventional teaching design, teachers often let students to work in groups to draw up a contract so as to master the constituent elements of the contract, and at the same time in the case study through the contract elements of the lack of disputes arising from the deepening of the students on the knowledge of the importance of the awareness of the cultivation of compliance. The above teaching activities are designed to help students master the elements of contract and legal risks through practical activities and case studies. However, they do not fit in well with students’ specialities, and the value-led approach is relatively single.

The design of teaching activities guided by “direct embodiment” is not only to enable students to master the theoretical knowledge of the content of the contract, but also, and more importantly, to develop the competences and qualities required for the job in the activities. Accordingly, the pedagogical design of this knowledge point can be adjusted as follows:

The business tutor issues a contract review task, each group represents a virtual company, and students play the roles of different personnel, such as sales managers, financial controllers, etc., to review the contract that has already been drawn up by the counterparty in the OA system (the contract has a lack of content). And add risk factors such as force majeure, breach of contract, invoicing, etc. in the activity, so that students can examine the content of the contract in real problems and challenges, stimulate

students' thinking and reflection, and guide the formation of their risk awareness and compliance awareness.

(2) Agent embodiment, enhance occupational experiences with interactive activities.

As mentioned above, students in higher vocational faculties have a higher interest in learning practical courses. If the theoretical content is transformed into specific practical tasks, and game-type and barrier-type tasks are developed to enhance the fun of the activities, students can be better mobilised to form interactions, enhance their experiences, and improve their literacy in the application of skills.

The course on Legal Practice of Enterprises includes modules on basic legal knowledge of enterprises, enterprise organisation and operation, enterprise transactions and guarantees, enterprise organisation and management, industrial property rights of enterprises, fair trade and protection of rights and interests of enterprises, and legal practice in the settlement of economic disputes of enterprises. In order to make the course more lively and increase its accessibility and interactivity, the course is shaped as an entrepreneurial journey. Students will follow each step of enterprise development, from preparation for founding, selection of business vehicles, setting up of enterprise organisational structure to carrying out business transactions and protection of enterprise rights and interests, allowing students to set up, manage and operate their own enterprises step by step in small groups, and ultimately presenting their own "entrepreneurial stories" as a team, with the other groups scoring their own points. At the end of the semester, each student, in the guise of an employee of the enterprise, conducts a performance appraisal and work summary for himself/herself, reflecting on his/her knowledge, ability and ideological growth and deficiencies.

(3) Enhance embodiment, inspire value exploration through immersive experiences.

The pursuit of education is not only the transmission of knowledge, but also the combination of knowledge and practice, and the intermingling of emotion and reason. In teaching, confined to the limitations of classroom teaching time and space, value exploration cannot be carried out to the fullest. The "augmented embodiment" makes use of advanced technological means, such as artificial intelligence, virtual reality technology, augmented reality, virtual simulation and other means, to create such fields as mock courts, arbitration tribunals, conference rooms, finance rooms, etc., to bring learners into real and creative learning scenarios. The online teaching platform can also be fully utilised to integrate and develop multiple teaching resources with a sense of immersion and experience for the same literacy objective. Students are free to choose their own teaching materials to meet their personalised learning needs.

For example, when teaching one of the knowledge points of "Green Principles in the Performance of Contracts", in order to enable students to grasp the legal principles behind the knowledge, and at the same time, truly feel the country's firm stance on environmental protection as well as the social responsibility borne by enterprises. Therefore, we placed a number of links to VR technology exhibition halls on the online platform of the course on environmental protection, so that students can strengthen their experience and enhance their recognition of values in immersive browsing.

(4) Imagining embodiment, promote moral reflection through emotional resonance.

The direct interaction between human beings and their environment, May 1, provides us with a rich cognitive experience. But we have another powerful means of learning, and that is imagination. The theory of imaginative embodiment delves into the important role of mental simulation in emotion and cognition, and has important insights for the construction of Curriculum Ideology and Politic in professional courses. In the teaching process, teachers incorporate teaching materials (such as peer examples, campus stories, social hotspots, etc.) that can embody emotional development, cultural response, and perceptual reinforcement into the teaching design, guide students to imagine embodiment, stimulate students' cognitive resonance, and better carry out implicit education.

4.4 Guiding the Subject to Reflect on the "Value-Added Points" of Their Ideals and Beliefs

Based on the theoretical framework of embodied cognition, learning is a spiral process of "learning by doing, thinking by doing, practising by thinking, and constructing by practising" (Note 3). Simply participating in an embodied experience does not directly lead to the natural occurrence of effects; learning by doing and active reflection after learning are important aspects of embodied education. However, students are not always in the habit of self-reflection when they participate in learning activities, which requires adequate guidance from educators to help them understand the deeper pedagogical goals and values behind the teaching and learning activities.

Teachers design structured assessment indicators that reflect the "value-added" of knowledge, competence and literacy, so that students can examine their own learning experiences through self-evaluation and peer evaluation at the end of the activity, and then achieve cognitive deepening and optimisation.

For example, at the stage of identifying "weak points" in the course's ideology, it was found that students did not pay enough attention to corporate environmental and social responsibility. Therefore, in the "contract performance" part of the team set the task: to solve the disputes arising from the packaging of products. After the completion of the task, the teacher not only let the students make self-assessment on the application of knowledge and professional skills, but also guided them to reflect on the over-packaging behaviour of enterprises, and to think about how to use environmentally friendly materials and reduce environmental pollution, so as to strengthen the perception of corporate environmental social responsibility.

5. Reflections on Teaching Practices and Exploration of Future Approaches under Embodied Cognition Theory

5.1 Reflection on Teaching Practice

In teaching practice, the design of "embodied" teaching activities is in line with the learning characteristics and value orientation of higher vocational students, improves students' participation in the classroom of theoretical courses, and influences students' values and vocational concepts through emotional resonance and personal reflection, which has guiding value in enhancing the effectiveness of

“Curriculum Ideology and Politic” for other professional courses. It has guiding value for other professional courses to improve the effectiveness of “Civic and Political Thinking”. However, in the practice of curriculum reform, based on the advantages and limitations of different embodied activities (Table 1), teachers should choose the most appropriate embodied method or combine multiple methods of teaching according to the teaching content, students’ characteristics and teaching objectives, in order to maximise the overall development and learning effect of students.

Table 1. Advantages and Limitations of Different Embodied Activities

“Embodied” types	superiority	limitations
Direct incarnation	<ul style="list-style-type: none"> ♦ Strong practicality: through direct participation and experience, students can deeply perceive the real situation and deepen their understanding of financial and legal issues. ♦ High degree of authenticity: students’ first-hand experience helps to enhance their identification with the legal profession and their professional passion and motivation to learn. ♦ Whole-body participation: Directly embodied activities involve multi-sensory experiences that help to stimulate students’ interest in learning and enhance memory and understanding. 	<ul style="list-style-type: none"> ♦ High resources and costs: direct incarnation may require the organisation of field trips, visits, etc., which are costly and require a significant investment of resources. ♦ Complexity of teaching and learning arrangements: Involves field activities that require careful organisation and scheduling, which may be difficult to match with the curriculum. ♦ Some of the knowledge points may not lend themselves to direct practice and are difficult to fully represent in the classroom.
Agent embodiment	<ul style="list-style-type: none"> ♦ Strengthening of subject knowledge: Through the agency of embodiment, students can gain a more in-depth understanding of professional career practices and improve the application of subject knowledge. ♦ Career experience: Students play roles and participate in simulation activities, which allow them to experience situations in the real workplace and enhance their knowledge of career development. 	<ul style="list-style-type: none"> ♦ Simulation: although it is a simulation activity, there are differences from the actual situation and it may not be able to fully recreate the real career experience. ♦ Role identification: when students take on roles, there may be a lack of identification or unnaturalness that affects participation.

Enhance embodiment	<ul style="list-style-type: none"> ♦ Flexibility: Compared with direct embodiment, proxy embodiment activities can be arranged more flexibly to adapt to different teaching scenarios. 	<ul style="list-style-type: none"> ♦ Technical requirements: Enhancement of the body requires relevant technical equipment and platforms, and there may be high facility and technical requirements. ♦ Experiential realism: While the virtual experience is richer, it is still a bit removed from the real situation, and students may not be able to fully vicariously experience it. ♦ Resource needs: there is currently a serious shortage of virtual reality resources for finance and law, making it difficult to meet the demands of the programme
Imagining embodiment	<ul style="list-style-type: none"> ♦ Creative stimulation: Imagine Embodiment encourages mental creativity and simulation to stimulate students' imagination and creativity. ♦ Ease and flexibility: Imaginative embodiment is not limited by field conditions, and students can have virtual experiences at any time and place with a high degree of flexibility. ♦ Strong sense of engagement: students involved in imagery are more likely to be fully engaged, enhancing engagement and motivation to learn. 	<ul style="list-style-type: none"> ♦ Individual differences: There are individual differences in students' imaginative abilities and receptivity, and there may be students who are more difficult to immerse themselves in or who require more time and guidance. ♦ Virtuality: Imaginary embodiment is based on mental simulation, and it may be difficult for students to feel the impact and emotion of real situations. ♦ Teaching effectiveness may be relatively difficult to quantify and assessing student learning outcomes may be more difficult.

5.2 Exploring the Way Forward

(1) Paying due attention to the power of teaching by word and example

The relationship between teachers' behaviour and students' cognitive development is an important area

of research on the concept of embodied education, and many educational experiments and studies have confirmed the important role of teaching by example in moral education. (Note 4) Therefore, for the teaching staff, firstly, they should have enough practical experience and job quality reserves. Secondly, in the process of getting along with students, pay attention to individual students, respect differences, and create a positive, open and inclusive classroom environment. Through the positive energy demonstration of teachers' words and deeds, students can feel the real moral leadership and role model power, so that they can continuously improve their own moral cultivation and values in course learning and life.

(2) Getting the Assistive Role of Technology Right

Under the concept of embodied education, the application of technology can play an important role in realising the reform of Curriculum Ideology and Politic in the curriculum. The use of technology can improve teaching efficiency, enrich teaching content, enhance students' experience and achieve personalised learning, so as to better realise the goal of Curriculum Ideology and Politic. Teachers should grasp the auxiliary role of technology in teaching, enrich their own digital teaching ability, and flexibly use various teaching technologies to enhance students' learning experience and cognitive enhancement.

At the same time, however, it is important to recognise that the use of technology needs to be properly guided and managed by teachers to ensure that the use of technology is consistent with educational goals. Teachers should help students develop an awareness of the proper use of technology, teach them how to sift through the mass of information for valuable content, and warn students of the potential risks involved in the use of technology.

6. Conclusion

In the practice of course ideology of financial and legal courses, the role model in legal culture comes first, and the creation of professional environment in the theory of embodied cognition comes second, so that the students are more able to actively immerse themselves in the study and deeply feel and understand the spiritual connotation behind the course. The ideology and politics of the curriculum under the guidance of the concept of embodied cognition not only helps to trigger students' subjective initiative, but also allows students to deeply experience the ideological values and spiritual connotations of the financial and legal courses in the process of meditative learning, thus influencing and cultivating the student body to form correct ideal beliefs and accumulate professional qualities in the long term.

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Note 3. Tao, W. J. (2022). The Path of Cultivating Students' Core Literacy under the Perspective of Embodied Learning. *Fujian Education*, 2022(30), 55-58.

Note 4. Albert Bandura (Albert Bandura), the founder of social learning theory, emphasised that learning occurs through observation and imitation of others. His research has shown that teachers' behaviour and teaching by example have a profound effect on students' cognitive development and behavioural habits.

John Hattie (John Hattie) is a leading authority in the field of educational assessment and has studied the impact of various factors in teaching on student learning outcomes through meta-analysis. His research has shown that teachers' instructional behaviours and students' cognitive levels are closely related.

Jean Piaget, the founder of the theory of cognitive development, studied the different stages of children's cognitive development and suggested that the teacher's teaching methods and teaching by example have a significant impact on students' cognitive enhancement at different stages.

Daniel Goleman (Daniel Goleman) studied the impact of emotions on learning and cognition, concluding that teachers' emotion management and expression of emotions have an impact on students' cognitive levels and emotional development.