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Research on the Practical Path of Teaching Innovation in Junior High School "Morality and Rule of Law" Empowered by Embodied Intelligence

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Abstract: In the context of the deep integration of digital transformation in education and the fundamental task of cultivating morality and talent, embodied intelligence, with situational perception, multimodal interaction, physical participation, and dynamic adaptation as its core technological features, provides new technological support and teaching innovation directions for solving the long-standing problems of content abstraction, method singularity, weak experience, and fixed evaluation in the teaching of "Morality and Rule of Law" in junior high school. Based on the ideological, practical, and educational essence of the junior high school course "Ethics and Rule of Law", this paper systematically analyzes the prominent problems in current teaching, relies on relevant research results and national policy documents such as the "Outline of the Plan for Building an Education Strong Country (2024-2035)", and explains the internal logic of using embodied intelligence to empower subject teaching. From the four core dimensions of situational construction, interactive design, content transformation, and evaluation optimization, this paper systematically constructs a practical path for using embodied intelligence to empower innovation in junior high school "Ethics and Rule of Law" teaching, promotes classroom teaching from "out of person indoctrination" to "embodied experience", and from "knowledge based" to "literacy based", promotes the organic unity of students' moral cognition, rule of law concepts, and behavioral practice, and effectively enhances junior high school "Ethics and Rule of Law" teaching. The effectiveness of disciplinary education, Provide practical reference for the digital transformation of ideological and political education in disciplines.

Keywords: Embodied Intelligence, Junior High School 'Morality and Rule of Law', Teaching Innovation, Practical Path.

1. Introduction

The implementation of policies such as the outline of the plan for building an education power (2024-2035) promotes the deep integration of artificial intelligence and education, and provides top-level guidance for the empowerment of Ideological and political courses. The Fourth Plenary Session of the 20th CPC Central Committee included "embodied intelligence" in the future industrial layout, which broke the limitations of traditional off body intelligence and emphasized the dynamic interaction between body and environment. As the core carrier of cultivating teenagers' moral quality and legal concept, the teaching quality of "morality and the rule of law" course in junior high school is directly related to the realization of the goal of educating people in the new era. At present, China has successively issued a number of policies to promote the deep integration of artificial intelligence and ideological and political course teaching, providing clear guidance for discipline reform and innovation. As the core form of the new generation of artificial intelligence, the rise of embodied intelligence has opened up a new path to solve the plight of discipline teaching. The course of morality and the rule of law in junior high school is both ideological and practical, and the core is to guide students to achieve the unity of knowledge and practice. However, the common problems in traditional teaching, such as abstract content, single method and insufficient experience, restrict the improvement of educational effectiveness. Existing studies have confirmed that embodied intelligence emphasizes the core characteristics of physical participation and situational interaction, which is highly consistent with the needs of subject experiential learning, and can effectively make up for the shortcomings of traditional teaching. Based on this, this paper, based on the teaching practice of morality and the rule of law in junior high school, combined with relevant policy requirements and academic research results, combs the existing difficulties in teaching, explains the internal logic of embodied intelligent empowerment teaching, and constructs a targeted teaching innovation practice path, so as to provide practical reference for the digital transformation of subject teaching and help improve the quality of Ideological and political education.

2. The Combination of the Current Teaching Situation of Morality and Rule of Law in Junior High School and Embodied Intelligence Empowerment

2.1. Current Situation and Problems in the Teaching of Morality and Rule of Law in Junior High School

2.1.1. Lack of Practicality of Teaching Content

The textbook of morality and the rule of law in junior high school covers moral norms, principles of the rule of law, national systems, social governance and many other contents. The core knowledge points are mainly written concepts and theoretical expressions, and abstract theories account for a large proportion, with strong abstractness and theory. The curriculum standard of morality and the rule of law in Compulsory Education (2022 Edition) clearly requires that the curriculum of morality and the rule of law in junior high school should be based on students' actual life and build a life

oriented curriculum content system. However, in the current teaching practice, part of the teaching content fails to implement this requirement. The teaching materials are mainly based on theoretical elaboration and lack the connection with students' campus life, family life and social life. It is difficult for students to establish a connection between abstract moral norms, legal theory and their actual behavior, which leads to the disconnection between knowledge learning and practical application. At the same time, the presentation of teaching content is relatively simple, mainly in words, lacking visualization and representational presentation means, which is difficult to stimulate students' interest in learning. Haosiqi (2025) pointed out in the research that the abstract teaching content of Ideological and political courses, divorced from the reality of life, is an important reason for students' low learning enthusiasm and insufficient value internalization[4]. In addition, some teachers' mining of the content of the textbook is not deep enough, and they fail to popularize the interpretation of abstract knowledge in combination with students' cognitive characteristics, which further aggravates the difficulty of students' understanding and makes it difficult for students to realize the effective internalization of knowledge and behavior transformation.

2.1.2. One-way Indoctrination of Teaching Methods

At present, the classroom of morality and the rule of law in junior high school is still dominated by traditional teaching and indoctrination. The main teaching links in the classroom are teachers' explanation, key points and recitation tasks. Most students are in a state of passive acceptance of knowledge, lacking opportunities for active participation, expression, exploration and practice, and the dominant position of students has not been fully reflected. In the classroom interaction, teachers' questions and students' passive answers are the main forms of interaction, and the depth of interaction is insufficient. It is difficult to mobilize students' learning enthusiasm and initiative.

Although some teachers try to introduce case teaching, group discussion and other teaching methods, due to the lack of effective organization and guidance, it is often a mere formality and difficult to achieve real interactive inquiry. For example, in the group discussion, most students only listen passively, lack the consciousness of actively expressing their views and refuting questions, and the discussion effect is not good; In case teaching, teachers mainly explain cases, and students lack in-depth analysis and thinking of cases, so it is difficult to realize the transformation from case to theory, from cognition to identity. Wangjianhu et al. (2025) stressed that teachers' specific value lies in guiding students' active participation and thinking, while the traditional teaching and indoctrination mode seriously ignores students' subjectivity and is difficult to give full play to students' subjective initiative, which is also an important reason for students' low participation and boring classroom atmosphere[3].

2.1.3. Low Empathy in Teaching Situations

The practicality of the course "morality and the rule of law" in junior high school requires that real and vivid teaching situations must be created in the teaching process, so that students can understand knowledge and generate value in the situational experience. However, there are obvious deficiencies in the creation of the teaching situation of morality and the rule of law in junior high school, which shows the characteristics of lack of authenticity, experience and weak emotional resonance. In traditional teaching, teachers often create situations through static forms such as pictures, videos and text cases, which is difficult to restore the real scenes such as social life and legal practice. Students can only observe passively and cannot participate in them personally, so it is difficult to obtain real emotional experience and value impact. For example, in practical teaching links such as "moot court" and "community service", due to the lack of real scene support, they can only perform simple role play, which is difficult for students to truly feel the seriousness of the rule of law and the importance of morality. The effect of situational experience is greatly reduced, and it is difficult to arouse students' emotional resonance. Sujiajia et al. (2025) have shown that the teaching mode driven by embodied intelligence and large model can effectively create immersive situations and improve the teaching experience, which also provides a technical direction for solving the current situational teaching dilemma[5].

2.1.4. Single Solidification of Evaluation Method

At present, the teaching evaluation of morality and the rule of law in junior high school is still based on the traditional paper and pencil test. The evaluation content focuses on the memory and mastery of students' knowledge points. The evaluation method is single and solidified, showing an obvious tendency of "focusing on results, ignoring process" and "focusing on knowledge, ignoring quality", ignoring students' process performance and emotional value. This single fixed evaluation method ignores students' participation, emotional experience, value recognition and behavior transformation in the learning process, and is difficult to play the diagnosis, incentive and improvement functions of evaluation. For example, although some students can recite the moral norms and the provisions of the rule of law skillfully, it is difficult to practice them in real life. This "disconnection between knowledge and practice" phenomenon is precisely because the evaluation method fails to take into account the process and emotion, knowledge and practice, and ignores the cultivation of emotional value. Haosiqi (2025) pointed out that the evaluation of moral education should focus on the process and comprehensiveness, while the traditional single evaluation method is difficult to meet the essential needs of moral education, so it is urgent to optimize and innovate[4].

2.2. Embodied Intelligence Empowers the Logic of the Teaching of Morality and Rule of Law in Junior High School

2.2.1. The Internal Fit Between Technical Characteristics and Embodied Cognition

Embodied cognition theory believes that cognition is not a pure internal activity of the brain, but stems from the dynamic interaction of the body, environment and activities. It emphasizes "physical and mental integration, situational embedding and practical generation". This core view provides an important theoretical support for the integration of embodied intelligence into the teaching of morality and the rule of law in junior high school. Embodied intelligence has the core technical characteristics of situational awareness, multimodal interaction, physical participation, dynamic adaptation and so on. Among them, situational awareness and multimodal interaction are its core advantages, which can realize the unity of "physical presence" and "cognitive presence", and is highly consistent with the core proposition of embodied cognition. Sujiajia et al. (2025) from a multidisciplinary perspective, they believe that embodied intelligence can restore the core logic of embodied cognition,

build an interactive bridge of "body environment cognition", and promote students' cognitive growth and value internalization[5]. For example, create a real moral and legal situation through VR/AR technology, capture students' behavior and emotion by relying on the characteristics of situational perception, and enable students to participate in it with the body as the medium through multimodal interactions such as vision, hearing and body movements, so as to obtain an immersive experience and further complete knowledge construction and value identification; Through motion capture, intelligent bracelet and other devices, we can track students' body movements and emotional reactions, realize accurate perception of students' learning process, and conform to the core view of embodied cognition that "body participation promotes cognitive generation".

2.2.2. Precise Matching of Technical Advantages and Teaching Needs

The technical advantages of embodied intelligence can accurately match the core needs of the teaching of morality and the rule of law in junior high school, focus on solving the prominent pain points of abstract teaching content and low student participation, and realize the resonance of technology empowerment and teaching needs. Wangjianhu et al. (2025) pointed out that the core framework of embodied intelligent empowerment education is "technology empowerment - scene reconstruction - literacy improvement", and its technical advantages can provide accurate support for teaching needs[3].

From the perspective of teaching content, embodied intelligence transforms abstract moral norms and legal theory into intuitive and concrete content through three-dimensional modeling, dynamic demonstration, virtual animation and other technologies, effectively solving the pain points of abstract teaching content and reducing the difficulty of students' understanding; From the perspective of teaching methods, embodied intelligence supports multimodal interaction and personalized teaching, which can break the limitations of traditional teaching and indoctrination teaching, enrich teaching forms, effectively improve students' subjective participation, and solve the problem of low students' participation; From the perspective of teaching situation, embodied intelligence creates a highly immersive and realistic teaching situation through VR/AR, intelligent simulation and other technologies to improve the situational experience and emotional resonance; From the perspective of teaching evaluation, embodied intelligence realizes accurate collection and comprehensive evaluation of students' learning process through big data analysis, intelligent tracking and other technologies, and solves the problem of single and fixed evaluation. Embodied intelligence can drive the digital transformation of Ideological and political teaching, and its core lies in the precise matching of technical advantages and teaching needs, which can effectively improve the teaching effectiveness.

2.2.3. Unification of Technology Application and Discipline Education Objectives

The core educational goal of morality and the rule of law in junior high school is to cultivate students' correct values, moral cultivation and legal literacy, and realize the "value guidance and the unity of knowledge and practice". The application of embodied intelligent technology is highly unified with this educational goal, which can promote the effective implementation of the educational goal. The core is to promote the internalization of students' values and behavior transformation, and realize the unity of knowledge and practice. Haosiqi (2025) pointed out that the core value of embodied intelligence enabling moral education is to promote the internalization of students' values and behavior transformation, which is highly consistent with the educational goal of Ideological and political education[4].

The application of embodied intelligence can not only serve the transfer of knowledge, but also promote students from "cognition" to "identity" and from "identity" to "practice" through situational simulation and practical exercises, so as to realize the internalization of value and the unity of knowledge and practice. For example, through the creation of virtual moral dilemmas, students can make clear moral boundaries in simulated choices, form correct value judgments, and promote value internalization; Through the virtual practice scene of rule of law, students can master the knowledge of rule of law in practice, improve the ability of usage, and realize the internalization of the concept of rule of law. Wangjianhu et al. (2025) found in the research that the core value of embodied intelligent empowerment education is to promote the transformation of students' behavior through scene creation[3]. This idea is also applicable to the teaching of morality and the rule of law in junior high schools, and can effectively promote the realization of the goal of education. Caojuhua et al. (2025) further verified the practical exercise function of embodied intelligence, which can effectively shorten the distance between "cognition and practice" of Ideological and political education and improve the effectiveness of education[2].

3. The Practical Path of Empowering Innovative Teaching of Moral and Legal Education in Junior High School with Embodied Intelligence

3.1. Context Construction Path

3.1.1. VR/AR Technology Practice of Moral Rule of Law

VR/AR technology can build virtual simulation scenes, restore the real social life, legal practice and moral practice scenes, and enable students to "enter" the situation from the first perspective to obtain immersive and immersive experience, break the time and space constraints, and make up for the lack of authenticity and weak emotional resonance in traditional situational teaching. Combined with the content of the textbook morality and the rule of law in junior high school, three kinds of scenes are mainly restored: first, moral practice scenes, such as community volunteer service, care activities in nursing homes, civilized transportation persuasion, campus civilization construction, etc., so that students can experience the meaning of caring for others, serving the society and practicing moral norms in virtual participation; Second, the legal practice scenes, such as court trials, traffic law enforcement, visits to the legal education base for minors, etc., allow students to intuitively feel the seriousness and authority of the rule of law, understand the connotation of the rule of law, and enhance their awareness of the rule of law; Third, the red education scene, such as the visit to the former revolutionary site and the interpretation of red stories, allows students to inherit the red gene and cultivate patriotism in an immersive experience.

In teaching practice, teachers can guide students into virtual scenes and complete situational experience and practical operation with the help of VR/AR equipment

combined with teaching content. For example, in the teaching of "complying with social rules", VR technology is used to restore the real scenes of traffic intersections, campus corridors, shopping malls and so on, so that students can simulate the behavior of complying with traffic rules, campus rules and public order, experience the consequences of violating the rules, and then understand the importance of social rules. Sujiajia et al. (2025) used VR/AR technology to build experience scenes in relevant teaching research, and achieved good results[5]. This practical experience provides an excellent reference for the teaching of morality and the rule of law in junior high school.

3.1.2. Creation of Intelligent Simulation Virtual Problem Situation

Intelligent simulation technology can create dynamic and interactive virtual problem situations, especially moral dilemma situations, rights and obligations conflict situations, and legal decision-making situations, so that students can face choices, analyze problems, make decisions, and bear consequences in the virtual environment, form correct value judgments and behavior choices in practice, and improve situational experience and emotional resonance. In the teaching of morality and the rule of law in junior high school, many contents involve moral choice and rule of law judgment. Simple theoretical explanation is difficult for students to really understand, and intelligent simulation situation can effectively solve this problem.

Combined with the content of the textbook, three types of virtual problem situations are created: first, the moral dilemma situation, such as "when you see your classmates cheating, do you report truthfully or shield your friends", "when you encounter an old man falling down, do you take the initiative to help or worry about being wronged", so that students can analyze the moral boundary and clarify the moral code in the Dilemma Choice; The second is the situation of conflict between rights and obligations, such as "the conflict between citizens' freedom of speech and the right to safeguard others' reputation", "the conflict between minors' right to education and parents' guardianship", so that students can understand the relationship between rights and obligations in analyzing the conflict, and learn to exercise rights according to law and consciously perform obligations; The third is the rule of law decision-making situation, such as "as a class manager, how to deal with contradictions and disputes between students", "as a minor, how to deal with illegal infringement", so that students can master the rule of law knowledge in the decision-making process and improve their ability to solve practical problems.

In teaching practice, teachers can use the intelligent simulation platform to create dynamic situations, guide students to participate, make decisions and reflect on the consequences through interactive operation, analysis and thinking. For example, in the teaching of "learn to act in accordance with the law", the virtual situation of "coping with minors when they encounter online bullying" was created to let students simulate different coping styles, experience the consequences of different ways, and then learn to safeguard their legitimate rights and interests in accordance with the law.

3.1.3. Adaptation of Big Data Personalized Learning Situation

Each student's cognitive level, interest characteristics and behavior habits are different, and the traditional teaching situation is difficult to meet the personalized learning needs. Relying on big data analysis technology, embodied intelligence can accurately collect students' learning data, including cognitive level, learning interest, question answering, interactive performance, etc., and then analyze students' learning needs, dynamically adjust the difficulty, content and presentation of the situation, realize personalized learning situation adaptation, implement "teaching students in accordance with their aptitude", and take into account the learning needs of students at different levels.

In teaching practice, firstly, the basic data of students are collected through the intelligent learning platform to establish students' personalized learning files; Secondly, combined with the teaching content and students' learning files, through big data analysis, we designed situational content with different difficulties for students at different levels. For example, we designed simple situational experience for students with low cognitive level, focusing on cultivating basic cognition and behavior habits; Designing complex situational inquiry for students with high cognitive level, focusing on cultivating critical thinking ability and practical ability; Finally, according to the students' performance in the situation, adjust the content and difficulty of the situation in real time to ensure that the situation adapts to the students' learning needs. Wangjianhu et al. (2025) pointed out that the important feature of embodied intelligent empowerment education is dynamic adaptation, which can adjust teaching strategies in real time according to students' learning situation, which provides technical support for personalized situational adaptation[3].

3.2. Interactive Design Path

3.2.1. Intelligent Interactive Devices Support Limb Participation

Physical participation is an important form of embodied learning. Relying on intelligent interactive devices such as motion capture, somatosensory devices, and intelligent bracelets, students can complete classroom interaction through physical movements and gesture operations, breaking the limitations of traditional classroom "sit still listening", realizing "learning by doing and understanding in motion", promoting the unity of physical participation and cognitive generation, and effectively improving students' subjective participation. In the teaching of morality and the rule of law in junior high school, many contents can improve the teaching effect through physical participation, such as moral behavior simulation, rule of law action demonstration, situational role play, etc.

In teaching practice, combined with the teaching content, the use of intelligent interactive devices to design limb participation activities: first, the simulation of limb movements, such as the simulation of civilized communication gestures, volunteer service behavior, etc., so that students can feel the connotation of moral norms and the rule of law through limb movements; The second is somatosensory interactive games, such as designing somatosensory games such as "moral behavior breakthrough" and "Legal Knowledge Q&A", so that students can complete the task of breakthrough through body movements, learn knowledge and improve their literacy in the game; The third is action capture interaction, which tracks students' body movements through action capture devices, analyzes students' participation, and then adjusts teaching strategies to improve the interactive effect. For example, in the teaching of "civilized communication", through the action capture device, students are allowed to simulate civilized behaviors such as

meeting and saying hello. Teachers can give targeted guidance according to students' action performance to help students form the habit of civilized communication; In the teaching of "oath under the rule of law", students are allowed to simulate the oath action through somatosensory equipment to enhance their awareness of the rule of law and responsibility.

3.2.2. Voice Interaction System Enables Language Speculation and Participation

Language critical participation is an important way for students to express their views, exchange ideas and improve their critical thinking ability. Relying on the intelligent voice interaction system, it supports real-time question and answer, thematic debate and other language interaction activities, breaks the limitations of traditional classroom language interaction, stimulates the enthusiasm of students' active expression, improves students' language expression ability and logical critical thinking ability, and strengthens students' subjective participation. In the teaching of morality and the rule of law in junior high school, many contents need students to express their views and exchange views, such as moral view discussion, rule of law case analysis, etc. voice interaction system can provide strong support for these activities.

In teaching practice, combined with the teaching content, the intelligent voice interaction system is used to design language speculation and participate in activities: first, real-time question and answer interaction. Students ask questions to the intelligent system through voice, and the system answers in real time. At the same time, teachers can view students' questions through the system, and explain the sex; The second is the thematic debate activities, which focus on the themes related to morality and the rule of law, such as "whether the freedom of expression on the Internet needs to be restricted", "whether the protection of minors needs more family protection or social protection", so that students can express their views and debate through voice, record the content of students' speech by intelligent system, analyze the speech logic, and provide the basis for teachers' evaluation; The third is the rule of law speech activity, which allows students to make speeches around the theme of the rule of law. The intelligent voice system evaluates the speech content and language expression in real time, helping students improve their speech ability and legal literacy. For example, in the teaching of "new space for network life", through the intelligent voice interaction system, students are organized to debate around the theme of "rational use of the network", so that students can clarify the network rules in the debate and improve their ability to participate in network life rationally.

3.2.3. Intelligent Collaboration Platform Promotes Group Interaction and Participation

Group interaction and participation is an important way to cultivate students' awareness of cooperation, responsibility and rules. Relying on the intelligent cooperation platform, group participation activities such as group exploration, cross class interaction and collective simulation practice are carried out to enable students to learn in cooperation and grow in communication, realize the common development of individuals and groups, further enhance students' participation, and meet the teaching goal of cultivating students' sense of social responsibility and team spirit in the course of morality and the rule of law in junior high school.

In teaching practice, combined with the teaching content, the intelligent collaboration platform is used to design group interaction and participation activities: first, the group inquiry task is divided into several groups, and the students are assigned inquiry tasks through the intelligent platform, such as "exploring the hazards and solutions of campus uncivilized behavior" and "analyzing the Enlightenment of a rule of law case". The members of the group share their work and cooperate, exchange ideas and share results through the platform, and the teachers can view the group inquiry situation in real time through the platform for targeted guidance; Second, cross class interactive activities, relying on the intelligent platform, organize students in different classes to carry out interactive exchanges, such as "moral behavior sharing meeting" and "rule of law knowledge competition", to promote exchanges and cooperation between students and broaden students' horizons; Third, collective simulated practice activities, such as simulated court and collective voluntary service, organize students' division of labor and cooperation through intelligent platform, complete simulated practice tasks, and cultivate students' sense of cooperation and practical ability. For example, in the teaching of "safeguarding collective interests", through the intelligent cooperation platform, students are organized to carry out group inquiry, analyze the relationship between collective interests and personal interests, explore the methods of safeguarding collective interests, and cultivate students' collective consciousness and responsibility consciousness in cooperative inquiry.

3.3. Content Conversion Path

3.3.1. Visualization of Core Concepts

The core concepts in the textbook of morality and the rule of law in junior high school, such as "moral norms", "the rule of law", "national interests", "rights and obligations", are highly abstract and difficult for students to understand. Relying on the embodied intelligent three-dimensional modeling, dynamic demonstration, virtual animation and other technologies, these core concepts are transformed into intuitive and visualized visual content, so that students can understand the concept connotation through visual perception, effectively reduce the difficulty of students' understanding, and solve the pain point of abstract teaching content.

In teaching practice, combined with the characteristics of core concepts, visual presentation methods are designed: first, three-dimensional modeling presentation. Through three-dimensional modeling technology, three-dimensional models of core concepts are constructed, such as the three-dimensional model of state institutions and the three-dimensional model of the legal system, so that students can intuitively understand the composition and connotation of concepts; The second is dynamic presentation, which demonstrates the connotation and application of core concepts through dynamic animation, such as "the relationship between rights and obligations" and "the implementation process of the rule of law", so that students can understand the essence of concepts in the dynamic presentation; The third is mind mapping visualization. Through the intelligent mind mapping tool, the core concepts are associated with relevant knowledge points, and the knowledge system is constructed, so that students can clearly grasp the logical relationship between knowledge. For example, in the teaching of "rule of law", through three-dimensional modeling technology, build a three-dimensional model of the rule of law system, display the links of legislation, law enforcement, justice and law-abiding, so that

students can intuitively understand the connotation and implementation process of the rule of law; In the teaching of "rights and obligations", through dynamic animation, demonstrate the interdependent and mutually promoting relationship between rights and obligations, so that students can understand that "there is no obligation without rights, and there is no right without obligations".

3.3.2. Behavioralization of Moral Norms

The core of the teaching of moral norms is to let students understand the connotation of norms and practice moral behavior. Relying on the technology of virtual roles and intelligent avatars with embodied intelligence, students can realize the behavioral deduction of moral norms by playing virtual roles and simulating moral behavior, so that students can understand moral requirements in imitation and practice, strengthen value identification, develop good moral habits, and promote the internalization of values. The moral norms in the textbook of morality and the rule of law in junior high school, such as "honesty and trustworthiness", "caring for others", "civilized communication", "serving the society", can be taught through behavioral deduction.

In teaching practice, combined with the content of the code of ethics, behavioral deduction activities are designed: first, virtual role play, which creates virtual roles through the intelligent platform to let students play different roles and simulate moral behavior, such as playing volunteers to carry out volunteer services, playing honest businessmen to carry out business activities, etc., so that students can experience the requirements of the code of ethics in role play; The second is the interaction of intelligent avatars. Students create their own intelligent avatars, practice moral behavior in virtual scenes, and interact with other students' intelligent avatars, such as carrying out activities such as caring for others and civilized communication in virtual communities to cultivate moral habits; The third is behavior simulation feedback, which records students' simulated behavior through intelligent system, analyzes students' behavior performance, provides targeted feedback and guidance for students, and helps students improve their behavior. For example, in the teaching of "honesty and trustworthiness", let students play businessmen, simulate the different behaviors of honest and false operation, experience the consequences of different behaviors, and then understand the importance of honesty and trustworthiness, and strengthen value recognition.

3.3.3. Practical Application of Knowledge of the Rule of Law

The core of the teaching of rule of law knowledge is to enable students to master knowledge and learn to use it. Relying on the technology of virtual case exercise and simulated practice with specific intelligence, the knowledge of rule of law is transformed into practical ability, so as to realize the practical implementation of the knowledge of rule of law, improve students' awareness of the rule of law and their ability to use it, and implement the educational goal of the unity of knowledge and practice. At the same time, it conforms to the policy requirements of "strengthening the education of constitutional rule of law and national security, and promoting the deep integration of Ideological and political work and information technology" in the outline of the plan for building an education power (2024-2035). The knowledge of the rule of law in the textbook of morality and the rule of law in junior high schools, such as the "law on the protection of minors", "the law on the prevention of juvenile delinquency" and "the law on the punishment of public security management", can be taught through practical exercises.

In teaching practice, combined with the content of rule of law knowledge, practical exercises are designed: first, virtual case exercises, which present real rule of law cases through an intelligent platform, allow students to simulate the roles of judges, lawyers, parties, etc., participate in case analysis and trial, master rule of law knowledge and improve usage ability in the exercises; The second is to simulate mediation practice, which allows students to simulate mediators to mediate virtual civil disputes, such as neighborhood disputes and classmates' contradictions, and learn to use the knowledge of the rule of law to solve practical problems in practice; The third is the application task of rule of law knowledge. The application task of rule of law knowledge is arranged through the intelligent platform, such as "explaining the law on the protection of minors for family members" and "analyzing the cases of rule of law around", so that students can use rule of law knowledge in practice and improve their rule of law literacy. For example, in the teaching of "protection of minors", through virtual case exercises, students can simulate the coping style of minors when they encounter illegal infringement, and master the methods and ways of self-protection; In the teaching of "prevention of juvenile delinquency", through the simulated mediation practice, students can analyze the causes of juvenile delinquency, explore preventive measures, and enhance the awareness of the rule of law. Lian Jiali (2026) studies show that practical exercises are an effective way to improve students' ability to apply the rule of law, and embodied intelligent technology provides a convenient and efficient way to implement such exercises[1].

3.4. Evaluation and Optimization Path

3.4.1. Collect Process Data

The embodied evaluation emphasizes the comprehensive tracking of students' learning process, breaks the traditional evaluation tendency of "focusing on results and ignoring the process", and accurately collects students' embodied participation performance in the classroom, including physical participation, language speculation participation, situational experience performance, interaction frequency, task completion, emotional response and other process data, based on the embodied intelligent big data analysis, intelligent tracking and other technologies, so as to realize the comprehensive monitoring and accurate analysis of students' learning process, and provide an objective basis for multiple evaluation.

In teaching practice, the process data of students are collected in real time through intelligent interactive devices, intelligent collaboration platforms, voice interaction systems, etc.: first, the data of body participation are collected through motion capture and somatosensory devices, and the data of students' body movements and participation frequency are collected to analyze the situation of students' body participation; The second is the participation data of language speculation. Through the voice interaction system, students' speech content, speech frequency, debate logic and other data are collected to analyze students' language expression and speculation ability; The third is situational experience data. Through VR/AR devices and intelligent simulation platforms, students' experience response, behavior choice, decision-making process and other data in the situation are collected to

analyze students' emotional attitude and value identification; Fourth, task completion data, through the intelligent platform, collect students' research tasks, practical tasks, homework completion and other data, and analyze students' knowledge and practical ability. Wangjianhu et al. (2025) pointed out that embodied intelligence can provide objective basis for teaching evaluation through accurate data collection, which provides technical support for process data collection[3].

3.4.2. Give Consideration to Multi-dimensional Evaluation Indicators

Combined with the educational goal of morality and the rule of law in junior high school, this paper constructs a comprehensive evaluation index system covering four dimensions: cognitive mastery, emotional attitude, behavior transformation and value recognition, breaks the limitation of traditional evaluation of "emphasizing knowledge and neglecting literacy", realizes the unity of cognition, emotion, behavior and value, comprehensively reflects the development level of students' core literacy, and takes into account the process performance and emotional value. This evaluation system accurately conforms to the evaluation guidance of "carry out multi-dimensional process evaluation, value-added evaluation and comprehensive evaluation, and strengthen the comprehensive development and education orientation" in the opinions of the Ministry of education and other nine departments on accelerating the promotion of education digitization.

The specific contents of each evaluation index are as follows: first, cognitive mastery index, which mainly evaluates students' understanding and mastery of core knowledge points such as moral norms and legal theory, including knowledge point memory, concept understanding, knowledge application, etc; The second is emotional attitude index, which mainly evaluates students' emotional attitude and learning enthusiasm, including learning interest, enthusiasm for participation, responsibility consciousness, legal consciousness, etc., taking into account the cultivation of emotional value; The third is the behavior transformation index, which mainly evaluates the students' transformation of moral cognition and legal concept into actual behavior, including classroom simulation behavior, daily life behavior, practical activity performance, etc., and implements the unity of knowledge and practice; The fourth is the value identification index, which mainly evaluates the degree of students' identification with correct values, moral norms and legal concepts, including value judgment ability, moral identification, legal belief, etc., and strengthens the internalization of values.

In the practice of evaluation, combined with the process data, the quantitative and qualitative evaluation of each evaluation index is combined to ensure the comprehensiveness and objectivity of the evaluation results. For example, the cognitive mastery index is evaluated by quantitative data such as classroom answer and homework completion; Emotional attitude, value identification and other indicators are evaluated by qualitative data such as students' speech content, situational performance and reflection report; The behavior transformation index is comprehensively evaluated through the data of classroom simulation behavior, off campus practice performance and so on. The construction of multiple evaluation system needs to take into account both quantitative and qualitative, so as to comprehensively reflect the development level of students' Ideological and political literacy.

3.4.3. Generate Personalized Feedback Mechanism

The core purpose of evaluation is to promote students' development and teaching improvement. Relying on the big data analysis technology with specific intelligence, based on process data and multi-dimensional evaluation indicators, students' personalized evaluation report is generated to provide targeted learning suggestions for students, and provide teachers with the basis for teaching improvement, so as to achieve "teaching and learning through evaluation", and achieve accurate improvement based on data.

In practical application, the intelligent system generates a personalized evaluation report for each student based on the collected process data and multi-dimensional evaluation indicators, identifies the advantages and disadvantages of students in the four dimensions of cognitive mastery, emotional attitude, behavior transformation and value identification, and puts forward targeted suggestions for improvement. For example, for students with weak cognitive skills, it is suggested that they strengthen their knowledge understanding by means of virtual situation demonstration and visual materials of core concepts; For students with insufficient emotional participation, it is recommended that they participate in more interactive and experiential teaching activities to stimulate their interest in learning; For students with insufficient behavior transformation, targeted virtual practice tasks are arranged to strengthen behavior training. At the same time, the intelligent system generates an overall class evaluation report for teachers, analyzes the common problems and individual differences of students in the class, and provides data support for teachers to adjust teaching strategies and optimize teaching programs.

4. Conclusion

The technical characteristics of embodied intelligence are highly consistent with the educational needs of the teaching of morality and the rule of law in junior high school, providing a new way to solve the dilemma of abstract teaching content, single method, weak experience and fixed evaluation. This paper constructs a practical system from the four dimensions of situation construction, interactive design, content transformation and evaluation optimization, which realizes the deep integration of technology and teaching, promotes the transformation of classroom from "off body instillation" to "embodied experience", "knowledge-based" to "literacy based", enables students to complete the construction of moral cognition and internalization of the concept of rule of law in the process of embodied participation, and promotes the organic unity of moral cognition, the concept of rule of law and behavior practice.

At present, the application of embodied intelligence in subject teaching is still in the exploratory stage. The implementation practice still faces problems such as uneven popularization of technical equipment, teachers' digital literacy to be improved, and insufficient connection between virtual and real teaching. It is necessary to adhere to the principle of "education oriented and technology-based" to promote the deep integration of technology and teaching. In the future, with the maturity of embodied intelligent technology and the deepening of educational application, its integration with the teaching of morality and the rule of law in junior high schools will be more diversified, continue to inject vitality into the reform and innovation of Ideological and political course, help to improve the effectiveness of discipline education, and provide discipline support for the

cultivation of new people in the era who are responsible for the national rejuvenation.

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