

Embodied Cognition as a Concept of Educational Neuroscience and Phenomenology

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Abstract : In this paper, we examine the connection between the human mind and body within the framework of Merleau-Ponty's phenomenology. We study the role of this connection in designing more efficient learning environments, alongside the findings in physical recognition and educational neuroscience. Our research shows the interplay between the mind and the body in the external world and discusses its implications. Based on these observations, we make suggestions as to how the educational system can benefit from taking into account the interaction between the mind and the body in educational affairs.

Keywords : educational neurosciences, embodied cognition, pedagogical neurosciences, phenomenology

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