Research on the Effect of Regional Dance Teaching Innovation on Students' Local Cultural Identity

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Abstract: The aim of this study was to investigate the influence of regional dance teaching innovation and students' local cultural identity, through a questionnaire sent to college students. 432 valid questionnaires were collected, and Pearson product-difference correlation and regression analyses were conducted on the returned data. T-tests and F-tests were applied to different genders, different grades, different regions and different family incomes respectively. The results showed that the four dimensions of Lingnan dance teaching innovation had a positive influence on the respondents' local cultural identity (p<0.05 for the four dimensions) and explained 80.8% of the factors influencing the respondents' local cultural identity, indicating that Lingnan dance teaching innovation had a significant positive influence on the students' local culture, but the respondents' different genders, different grades, different regions and different There was no effect of family income on local cultural identity.

Keywords: pedagogical innovation; local culture; identity

1. Introduction

With the rapid development of globalisation and the impact of foreign cultures, many local cultures have been affected to varying degrees and there are great difficulties in their development [4], while cultural pluralism is the key to the harmonious development of society[2].

The campus should not just be a place where knowledge is imparted to students[3], but an important base for nurturing talents with all-round development in moral, intellectual, physical, aesthetic and labour aspects, as well as a cradle for fostering the development of traditional and local cultural heritage[3,8]. If, during their college years, schools and educators raise and strengthen students' regional cultural identity and plant the seeds of Lingnan culture by establishing its core connotations[11, 5], increasing dissemination efforts, improving the dissemination system and building a cultural identity mechanism[14,16]. Their perception will lead them to influence those around them through their own behaviour and to influence students in their own positions, so that this culture will be rooted in children's childhood and thus contribute to the synergistic development of a multicultural society[9,10].

How can we disseminate this excellent local culture through curriculum and teaching innovations? It is a question that every educator should think about. The author has studied the literature and checked the talent training programmes of relevant universities in Guangdong on their official websites to understand the current state of regional dance teaching and the curriculum[1,12,13], and through questionnaires to understand the current state of students' emotions, cognition, behaviour and evaluation of regional dance. By making full use of Lingnan's profound historical and cultural resources and the experience of our predecessors, we summarise the various factors that affect students' local cultural identity[6,7], combine the attributes and characteristics of regional dance with pedagogical innovation, bring into play its advantages of apparent image, profound connotation, infectious power and easy to understand, promote the inheritance of Lingnan culture and help build students' local cultural identity[15].

2. Research Objective

To explore the relationship between innovation in regional dance teaching and local cultural identity. The questionnaire data will be analysed by variance, correlation and regression analyses to summarise the relationship between the two as reflected in the questionnaire, analyse the influencing factors that form the causes, and further

consider countermeasures for innovation in regional dance teaching in response to these causes.

2.1. Concept Framework

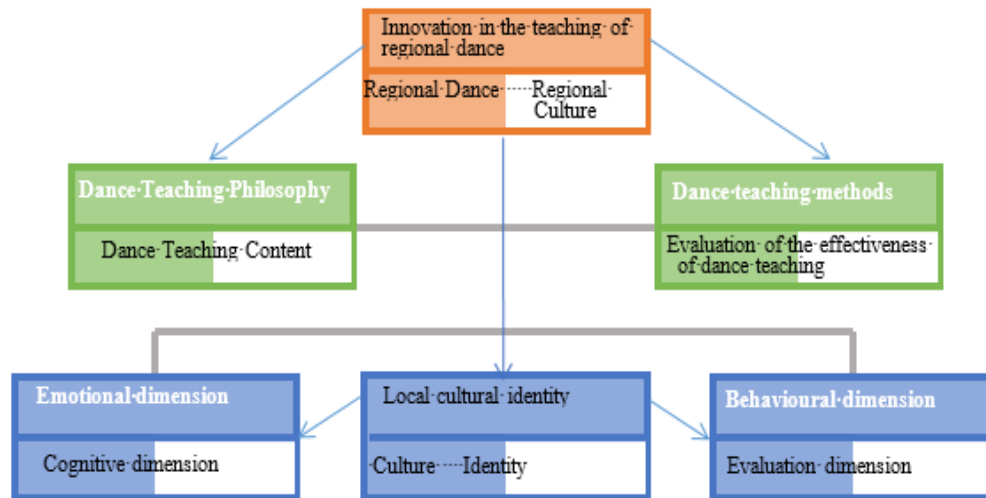The main conceptual relationships of this research are shown in Figure 1.

Figure 1: Conceptual Framework

3. Research Hypothesis

The innovation of regional dance teaching concept has an impact on students' local cultural identity.

Innovation in the content of regional dance teaching has an impact on students' local cultural identity.

Innovation in the teaching methods of regional dance has an impact on students' local cultural identity.

Innovation in the teaching and evaluation of regional dance has an impact on students' local cultural identity.

4. Research Methodology

4.1. Research Method

In this study, questionnaires were edited by Questionnaire Star and distributed to groups of students' classes, and the valid data collected were analyzed for homoscedasticity bias, and Pearson product-difference correlation analysis and regression analysis were used to explore the relationship between the independent and dependent variables.

4.2. Research Instrument

Cronbach's alpha coefficient is a commonly used measure of the reliability of psychological or educational tests. It is the most commonly used reliability indicator in social research to examine the relationship and differences between items and to analyse the reliability of the sample's responses, i.e. whether the sample has truly answered the scale items. The higher the coefficient, the more consistent and stable the results of the test. Usually the value of the Cronbach alpha coefficient is between 0 and 1: if the alpha coefficient does not exceed 0.6, the internal consistency is generally considered to be insufficient; if $0.6 < alpha < 0.7$, the test can still be sustained; when it reaches 0.7-0.8, the scale has considerable reliability, and when it reaches 0.8-0.9, the scale has very good reliability

The KMO and Bartlett's sphere tests were used to test the validity of the questionnaire, the KMO test statistic is used to compare simple correlation coefficients and bias correlation coefficients between variables, and the Bartlett's sphere test is a test for the degree of correlation between variables. The KMO and Bartlett's sphere test are used to determine whether the variables are suitable for factor analysis. In

this study, the data collected in this study were analysed by SPSS22.0 statistical analysis software on the basis of the reliability test. In the process of factor analysis, KMO and Bartlett's sphere were used to test the validity of the data. An exploratory factor analysis was conducted using the factor extraction method of principal component analysis and the maximum variance rotation method to test the validity of Lingnan dance teaching innovation and local cultural identity respectively. It is generally considered that KMO above 0.9 is very suitable for factor analysis; 0.8-0.9 is very suitable for factor analysis; 0.7-0.8 is suitable for factor analysis; 0.6-0.7 is not very suitable for factor analysis; 05-0.6 is barely suitable for factor analysis; 0.5 or below is not suitable for factor analysis, and the significance of the statistical value of Bartlett's sphere test When the probability is less than or equal to the significance level, i.e. less than 0.05, factor analysis can be done.

5. Research Result

5.1. Analysis of Descriptive Statistics Results

The descriptive statistical analysis in this study focuses on the description of the data. Descriptive statistics of the data, which actually describes the characteristics of the data, consists of three main components: mean, standard deviation and variance. Descriptive statistical analysis is both a basic and an important part of the data analysis process, basic because it is very simple to perform and important because it is a prerequisite for the next step in the data analysis process. Table1 of the descriptive statistical analysis shows clearly the means, and the degree of dispersion (standard deviation and variance) of the eight dimensions of the two variables.

Table 1: Descriptive Statistics

	N	$\bar{X}$	Sd	Variance
Teaching Philosophy	432	3.9531	0.84247	0.71
Teaching Content	432	3.919	0.76236	0.581
Teaching Methods	432	4.0509	0.84025	0.706
Teaching Evaluation	432	3.809	0.90646	0.822
Emotional Dimension	432	3.5058	1.02937	1.06
Cognitive Dimensions	432	3.9236	0.9272	0.86
Behavioral Dimensions	432	3.8281	1.06661	1.138
Evaluation Dimensions	432	4.0289	0.98262	0.966
Local cultural Identity	432	3.822	0.73561	0.541

5.2. Analysis of Descriptive Statistics Results

Statistical inference refers to the statistical method of inferring the total from the sample, the total being reflected by the quantitative characteristics of the overall distribution and its parameters. The statistical inference, therefore, involves estimating the unknown parameters of the aggregate, checking assumptions about the parameters, and making predictions about the aggregate to scientific statistical inference. The samples used are usually obtained by random sampling methods. The theoretical and methodological basis for statistical inference. It is a fundamental feature of statistical inference in probability theory and mathematical statistics that the conditions on which it is based contain observations with randomness. Probability theory, in which random phenomena are the object of study, is the theoretical basis of statistical inference. This study is based on a sample of students from the Foshan Institute of Science and Technology, using a questionnaire to look at the quantitative characteristics of their distribution as well as the parameters, to check the hypotheses about the parameters, and to reach a predictive forecast to a scientific inferential statistic about the relationship between innovation in teaching Lingnan dance and students' local cultural identity.

5.2.1 Results of Homologous Deviation Analysis

The homozygous deviation analysis in this study was conducted using SPSS principal component analysis, and factor analysis was performed on each variable, as shown in Table 2. Based on Podsakoff (1986), eight principal factors were analyzed in this study, with the unrotated first factor explaining 38.490% (<50%) of the variance and the cumulative explanation of the extracted factors reaching 83.657%, not more than half of the cumulative explanation. In addition, the above measures were taken to reduce homoscedasticity bias in the design and administration of the questionnaire in this study, all of which indicate that there is no serious homoscedasticity variance problem in this study.

Table 2: Analysis of Homologous Deviations

Ingredients	Initial Eigenvalues			Extraction of Squares and Loading		
	Total	Variance%	Cumulative %	Total	Variance %	Cumulative %
1	16.166	38.49	38.49	16.166	38.49	38.49
2	4.469	10.641	49.132	4.469	10.641	49.132
3	4.002	9.528	58.66	4.002	9.528	58.66
4	2.973	7.078	65.737	2.973	7.078	65.737
5	2.698	6.425	72.162	2.698	6.425	72.162
6	2.077	4.944	77.107	2.077	4.944	77.107
7	1.722	4.101	81.208	1.722	4.101	81.208
8	1.029	2.45	83.657	1.029	2.45	83.657
9	0.627	1.493	85.151			

5.2.2. Correlation Analysis of the Independent and Dependent Variables and Inference of Their Results

Table 3: Data Situation for Relevant Analysis

		Local Cultural Identity	Teaching Philosophy	Teaching Content	Teaching Methods	Teaching Evaluation
Local Cultural Identity	Pearson Correlation	1	.692**	.530**	.442**	.467**
	Sig.(Double Tail)		.000	.000	.000	.000
	No. of Cases	432	432	432	432	432
Teaching Philosopy	Pearson Correlatio	.692**	1	.493**	.514**	.580**
	Sig.(Double Tail)	.000		.000	.000	.000
	No. of Cases	432	432	432	432	432
Teaching Content	Pearson Correlation	.530**	.493**	1	.424**	.505**
	Sig.(Double Tail)	.000	.000		.000	.000
	No. of cases	432	432	432	432	432
Teaching Methods	Pearson Correlation	.442**	.514**	.424**	1	.345**
	Sig.(Double Tail)	.000	.000	.000		.000
	No. of Cases	432	432	432	432	432
Teaching Evaluation	Pearson Correlation	.467**	.580**	.505**	.345**	1
	Sig.(Double Tail)	.000	.000	.000	.000	
	No. of Cases	432	432	432	432	432

Table3 shows the data collection for the correlation between the two variables. It was hypothesized earlier that there is a correlation between the teaching of regional dance and students' local cultural identity, and then the data was used to analyze whether the conclusions drawn were in line with expectations, as shown in Table4

The analysis table of the correlation results in Table4 shows that the p-values for the four dimensions of teaching philosophy (r=0.692, p<0.01), teaching content (r=0.530, p<0.01), teaching methods (r=0.442, p<0.01), and teaching evaluation (r=0.467, p<0.01) are less than 0.05.It indicates that the independent variable regional dance teaching is significantly and positively correlated with local cultural identity. The results of this correlation analysis are in line with the originally expected results.

Table 4: Correlation between Variables

	Local Cultural Identity	Teaching Philosophy	Teaching Content	Teaching Methods	Teaching Evaluation
Local Cultural Identity	1				
Teaching Philosophy	.692**	1			
Teaching Content	.530**	.493**	1		
Teaching Methods	.442**	.514**	.424**	1	
Teaching Evaluation	.467**	.580**	.505**	.345**	1

Note: ** denotes P < 0. 01; * denotes P < 0.05

5.2.3. Regression Analysis of the Independent and Dependent Variables and Inference of their Results

This study is based on the hypothesis that innovation in the teaching of regional dance has an impact on students' local cultural identity. Here the quantitative characteristics and parameters of the overall distribution of the two variables are analyzed and conclusions are drawn through SPSS.

Table 5: Regression Analysis Results

		Local Cultural Identity (Dependent Variable)			
				Model	
				Regression Coefficient	Sig
Independent Variable	Teaching Philosophy			.827***	.000
	Teaching Content			.535***	.000
	Teaching Methods			.639***	.000
	Teaching Evaluation			.673***	.000
	R2	0.677			
	AdjustmentsR2	0.808			
	F	86.321***			

Note: *** indicates p<0.001; ** indicates p<0.01; * indicates p<0.05

R2 is the coefficient of determination, used to reflect the sturdiness of the model or the accuracy of the prediction. model R^2 = 0.808, indicating that the independent variable explains 80.8% of the variance in the dependent variable, or that there is 80.8% accuracy in using the independent variable to predict the dependent variable. Adjusting R2 is the optimized decidable coefficient. f=86.321, p=0.000<0.05, therefore the constructed regression model is statistically significant.

Based on the model coefficients in Table 5, it can be concluded that:

The regression coefficient of the independent variable teaching philosophy was 0.827, with a significance P-value of 0.000 less than 0.01, reaching the level of significance, indicating that teaching philosophy has a positive impact on local cultural identity.

The regression coefficient of the independent variable teaching content was 0.535, with a significant p-value of 0.000 less than 0.01, reaching the level of significance, indicating that teaching content has a positive impact on local cultural identity.

The regression coefficient of the independent variable teaching means was 0.639, with a significant p-value of 0.000 less than 0.01, reaching the level of significance, indicating that teaching evaluation has a positive impact on local cultural identity.

The regression coefficient for the independent variable teaching evaluation was 0.673 with a significant p-value of 0.000 less than 0.01, reaching the level of significance, indicating that teaching evaluation has a positive impact on local cultural identity.

This analysis table focuses on the p-value and a p-value of less than 0.01. would indicate that the independent variable regional dance teaching innovation has a positive and significant impact on the dependent variable local cultural identity.

6. Conclusion

Through the analysis of the survey data, we have gained a basic understanding of the current situation and the factors influencing the innovation of regional dance teaching and students' local cultural identity, as well as the relationship between the two, and have drawn the following conclusions:

Conclusion 1: Through Pearson correlation analysis, r=0.692 as well as p<0.01 for regional dance teaching philosophy innovation; through regression analysis, the teaching philosophy innovation significant sig value is 0.000 less than 0.01. Therefore, it is concluded that teaching philosophy innovation and local cultural identity are positively correlated and have a significant impact on it.

Conclusion 2: Through Pearson's correlation analysis, the correlation coefficient between the content innovation of regional dance teaching and local cultural identity is r=0.530 and p<0.01. Through

regression analysis, the significance sig value of content innovation of regional dance teaching is 0.000 less than 0.01. Therefore, it can be concluded that the content innovation of regional dance teaching is positively correlated with students' local cultural identity and has a significant impact on it.

Conclusion 3: Through Pearson correlation analysis, the correlation coefficient between innovation in regional dance teaching tools and local cultural identity is $r=0.442$ as well as $p<0.01$; through regression analysis, the significance sig value of innovation in regional dance teaching hands is 0.000 less than 0.01, reaching the significance level. Therefore, it is concluded that regional dance teaching hand innovation is positively related to students' local cultural identity and has a significant effect on it.

Conclusion 4: Through Pearson correlation analysis, the $r=0.467$ and $p<0.01$ of the correlation coefficient between regional dance teaching evaluation innovation and local cultural identity; through regression analysis, the significant sig value of regional dance teaching evaluation innovation is 0.000 less than 0.01. Therefore, it is concluded that regional dance teaching hand evaluation innovation is positively related to students' local cultural identity and has a significant impact on it.

In summary, innovation in the teaching of regional dance has a positive and significant impact on students' local cultural identity.

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