

# Enhancing Students' Cultural Sensitivity Through Innovative Methods in Teaching the Regional Folk Dance

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**Abstract:** At present, the single teaching method of "teaching by words and deeds" of folk dance can not meet the needs of The Times. Can not meet the needs of society for talents. As the teaching method of "teaching by word and example" pays too much attention to the standardization and standardization of students' movements and skills, ignoring the creativity of students themselves, making the dances produced by students stiff and inflexible, not flexible and lively, distorting the original meaning of folk dances, resulting in the inability of students to convey their feelings and understanding. It has lost the self-amusement of folk dance. The purpose of this study is to explore how innovative regional folk dance teaching methods can help improve students' cultural sensitivity. Through interviews with six dance teachers and a literature review of relevant research, we found that innovative approaches have a positive impact on the cultural sensitivity of dance students. Key findings include the effective use of multimedia resources, the importance of hands-on participation, the provision of cultural integration, interdisciplinary education, cultural exchange activities, and student participation and discussion. These innovative methods not only enable students to better understand the dance traditions of different cultures, but also cultivate their respect and appreciation for diverse cultures and reduce cultural prejudices and discrimination. Therefore, the promotion of these innovative methods can promote more students' cultural sensitivity, cultivate students' dance awareness, and create more excellent dancers.

**Keywords:** Regional folk dance, Cultural sensitivity, Innovative education, Cross-cultural communication.

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## 1. Introduction

The Chinese folk dance has always been a part of Chinese traditional culture and is a part of Chinese education in colleges and universities for it contributes to the preservation of Chinese culture in general.

At present, the folk-dance education method in colleges and universities has been following the traditional teaching method, that is, a single teacher to teach by words and deeds, and few other new teaching methods appear in the folk-dance class. Although the teaching method of "teaching by words and deeds" has played an important role in the teaching process of folk dance for a long time, we can indeed see the hard work and effort of teachers from this teaching method. However, with the development of the times and the changes in the demand for talent quality, we have to admit that the single teaching method of "teaching by words and deeds" of folk dance can no longer meet the needs of The Times. It is unable to meet the needs of society for talents. Because the teaching method of "teaching by words and deeds" pays too much attention to the standardization and standard of students' movements and skills, it ignores students' own creativity, which makes the dances made by students stiff, inflexible, and not clever and lively enough, distorts the original meaning of folk dances, resulting in that the dances in which students participate cannot convey students' emotions and understanding. It lost the self-amusement of folk dance.

As an important part of cultural tradition, folk dance can help students understand and feel the charm and value of different cultures. By teaching and learning folk dance, students can gain an in-depth understanding of the values, beliefs, life, and other aspects represented by culture, and enhance cultural awareness and self-confidence.

Adopting innovative teaching methods can stimulate students' interest in learning, improve students' participation and learning effect. For example, innovative means such as multimedia technology and virtual reality technology can be used to place students in the scene of folk dance and feel the unique charm and historical origin of culture, thus enhancing their cultural sensitivity and aesthetic level. Students who have a deep understanding of the style of regional or national folk dance can become the successor and promoter of the national folk dance culture

Innovative teaching methods can improve students' practical ability and comprehensive quality. Innovative teaching methods can meet the needs of modern education and improve teaching efficiency and quality. Through network teaching, let more students participate in the learning of folk dance, make full use of modern scientific and technological means, improve the efficiency and quality of teaching.

It is therefore imperative to study the innovative methods in regional folk dance and their effects in enhancing students' cultural sensitivity.

## 2. Literature Review

### 2.1. Style teaching and its relation to Chinese Culture

The Several researches have been conducted on the importance of style teaching of regional folk dance and its relation to culture.

In the study of Yan (2019), he found that Northeast Yangko has the characteristics of hardness and softness, which can show the enthusiastic, fierce, and chic personality of the people in northeast China. Although dance has a strong inheritance, it can present the national spirit and culture, so in

the process of national folk dance teaching. Through stylized teaching students may understand the essence of national folk dance, contributing to the inheritance of national culture. For the national folk dance, its essential characteristics become the national characteristics, which can present and express the national cultural color.

Traditional dances have distinctive characteristics. Yuan (2019) states that in the process of performing folk dance performances, dancers should pay attention to the shaping of style and present their distinctive characteristics, so as to arouse the emotional resonance of more audiences. In the process of national folk dance performance, style is the most significant artistic expression, which can form a more stable and unique performance program through the inheritance and development of multiple generations.

Similarly, Tong Xiaolong (2020) believes that the expression significance of ethnic folk dance is also more profound, and it can also reflect different regional cultures and ethnic colors. For example, Tibetan dance has distinctive rhythm, chic movements, cheerful and smooth movements. Yu (2019) also believes that by integrating style into the teaching of folk dance can more students understand the essence of folk dance from the bottom of their hearts, and strengthen their cultural pride, to show the charm of folk dance more perfectly.

In the process of innovation and practice, Yang Yu-Yanjiao (2019) suggests that the national folk dance personality and style are more significant, whether dance skills, artistic characteristics, cultural connotation and performance style which have experienced a long time of precipitation and accumulation, so the artistic characteristics of national folk dance is more significant. The national folk dance teaching work should put forward new requirements.

Su Yu (2019) believes that only by integrating style into the teaching of folk dance can more students understand the essence of folk dance from the bottom of their hearts, and strengthen their cultural pride, so as to show the charm of folk dance more perfectly.

Liu Yuan (2019) In the process of performing folk dance performances, dancers should pay attention to the shaping of style and present their distinctive characteristics, so as to arouse the emotional resonance of more audiences. In the process of national folk dance performance, style is the most significant artistic expression, which can form a more stable and unique performance program through the inheritance and development of multiple generations.

Yi Xin (2019) that in the daily teaching work teachers can dance style as a foothold, deepen students understanding and understanding of national folk dance, in the process of exploring style students form personalized understanding, in improve their aesthetic ability, under the premise of solid dance foundation, do a good job of national folk dance culture.

## **2.2. Dance teaching and Cultural Sensitivity**

Peiqin (2016) found that in the style of teaching, teachers need to guarantee that national folk dance has national form and characteristics, and give more dance tolerance, let students use different ways to master the content, improve skills and level, deepen the understanding of national folk dance style and understanding, and in the daily practice training of the national culture elements, contribute to the development of traditional culture, inheritance and innovation.

In the teaching process, Hongxing (2016) believes that folk dance should be given more vitality and constantly inject more cultural elements into it, so that folk dance can emit charm and characteristics in line with The Times under different backgrounds. Folk dance has become an important part of traditional culture, and has enhanced the uniqueness of the development of China's dance industry to a certain extent. Therefore, in the dance teaching, we should pay attention to the teaching of national and folk guiding style, so as to show the characteristics and charm of dance (Jing, 2013).

Lu Xiaoling (2017) believes that under the background of the development of contemporary art, ethnic folk dance can not only inherit the original ecological culture, but also show its own style and characteristics, which is of great significance for promoting the development of dance art.

Li Xueting (2016) Although different ethnic and folk dances have certain differences in styles and movements, both aesthetics and emotion have strong commonalities.

Tang Yun & Zhang Yan (2015) enables students to form a deep understanding and understanding of the style of the whole dance, so as to truly grasp the national folk dance culture and art, and make them become the successor and promoter of the national folk dance culture.

Han Jing (2013) believes that in the long course of development, folk folk dance has become an important part of traditional culture, and has enhanced the uniqueness of the development of China's dance industry to a certain extent. Therefore, in the dance teaching, we should pay attention to the teaching of national and folk guiding style, so as to show the characteristics and charm of dance.

## **3. Theoretical and Conceptual Framework**

There are many philosophers who have supported and explained new methods to improve students' cultural sensitivity in regional folk dance teaching.

### **3.1. Sociological Aesthetic Theory**

One branch of dance theory is the one produced by anthropologists and sociologists. Here, the dance ethnic features are explored, considering aspects of dance as a medium of cultural and social interaction. Features of different dance genres and styles are analyzed according to their social settings and cultures (Charles, 2014). Dances are often segregated by gender, reinforcing gender roles in children. Community structures such as kinship, age, and status are also often reinforced (Henry Louis Gates & Anthony Appiah p.556 , 2001).

### **3.2. Experiential Learning and Teaching**

According to John Dewey, while teachers still had to know their subject matter, they also needed to understand the student's cultural and personal backgrounds (Boydston, 1991). Dewey believed that that education should be an active, dynamic process in which students explore and learn through their own experiences and practices. In the teaching of regional folk dance, teachers can stimulate students' interest and participation, let students feel and explore the connotation and spirit of folk dance in practice, so as to create dance works in line with local cultural characteristics (Bai Sheng, 2016).

### **3.3. Marx's Concept of Culture**

Marx believed that culture is the product of the development of human society, which is created and developed by people in practice. In the teaching of regional

folk dance, teachers can excavate and inherit the cultural connotation of local folk dance, let students feel and understand this culture in practice, so as to create dance works in line with local cultural characteristics(Wang Jing Hua,2021).

#### **4. Significance of the study**

In the national folk dance, based on the style can help the students to deepen their understanding of the course, and actively participate in the learning activities, and constantly improve the students' comprehensive ability.

The appropriate and effective teaching style can help teachers to construct teaching situations, realize the innovation of traditional teaching mode, and enable teachers to optimize dance teaching methods based on their teaching needs.

#### **5. Specific Objective**

It is the main objective of the study to enhance the cultural sensitivity of students through regional folk dance. Specifically, it aims:

1. To strengthen understanding of students on regional history and cultural elements of folk dances.
2. To explore the innovative methods in enhancing cultural sensitivity
3. To determine their fluence of innovative methods in the cultural sensitivity among dance students

#### **6. Methodology**

This research takes the qualitative design. It uses the interview to gather data on teachers' perspectives on innovative methods of teaching to enhance the cultural sensitivity of students. Themes from the interview will be analyzed and coding will be employed.

#### **7. Population of the Study**

The subjects were teachers of dance department of Shanxi Art Vocational College. This interview interviewed six dance teachers of Shanxi Art Vocational College, and visited the dance department of Shanxi Art Vocational College to conduct in-depth interviews with six dance teachers by random sampling method.

#### **8. Data Collection Tool**

In this paper, a number of literature databases such as CNKis, Pulse Journal and Pro Quest are used to comb through domestic and foreign literature on the innovation, style and importance of folk dance research, so as to have a more comprehensive understanding of the theoretical system of the innovation research of folk dance and the improvement of students' cultural sensitivity, and thus achieve the objectives of this study. The research direction is further determined.

The researcher prepared an interview guide to be conducted to 6 dance teacher participants. The questions will generate answers related to the objectives of this research.

The research of this paper is based on the talent demand of art colleges in Shanxi Province. The interview outline of this paper aims at interviewing the teachers of the dance department of Shanxi Vocational College of Arts, investigating the development status of the innovation of folk dance and the research of improving students' cultural

sensitivity, professional recognition, talent training and other issues. During the actual interview, there will be 6 interviewees. After the purpose of the interview was explained to each interviewee, the interview is conducted according to the interview outline in this article.

At the end of the interview, both the audio recording and handwritten notes were compiled into electronic text for later analysis.

#### **9. Data Gathering Procedure**

According to the research needs of the subject, the interview method is determined to carry out the research work, and the questions and contents of the interview are determined based on the literature review of the study and the objectives.

Six interviewees were determined through communication with the school. The conduct of the interview is during the interviewer's and interviewees' spare time which may be done through face-to-face, phone and WeChat interviews at the convenience of the interviewees. If possible, recorded and handwritten notes will be taken. Each interviewer will be interviewed for between half an hour and one hour, at least once.

The results of the interview will be summarized. The sorted text is analyzed and refined to become the content code of the interviewees, which is convenient for the discussion of the subsequent paper.

#### **10. Treatment of Data**

In achieving the objectives of the study, the responses in the interview will be treated by thematic analysis. Galanis (2018) describes thematic analysis as a qualitative data analysis approach that allows the researcher to obtain or determine themes from the participant's transcript data and then attempting to confirm, verify, and expand these themes and repeating the procedure to discover new themes. The analysis and evaluation of participants' raw data generate themes through coding. Coding is an active process of identifying data as belonging to, or representing, some type of phenomenon, concept, belief, attitude, cultural practice or relationship (Saldaña, 2013). The process proceeds from primary coding cycle to theoretical coding to allow the researcher to construct meanings obtained from the participants' data.

#### **11. Ethical Consideration**

During the research process, respondents will participate openly. Interviewees will receive training opportunities in a number of regional folk dances, and the important information they provide for research will be respected. First, the informed consent form is signed to ensure that respondents understand the purpose, process and possible risks of their participation in the study and participate voluntarily, providing clear instructions and respecting their right to choose. To protect the privacy of respondents and ensure that the information collected will not reveal the identity of respondents. The use of anonymous codes or identifiers instead of personal identification is limited to research purposes. Maintain a fair and objective attitude during data collection and analysis. Ensure that the interests of the research are balanced with those of the respondent. In some cases, researchers may find that there are problems in the research process, or the research results may lead to

adverse consequences, in which case, researchers should have the right to withdraw the research, to prevent the adverse impact on the research object and society, researchers have the right to disseminate their research results to the public through various channels, so that other researchers can understand and evaluate the research results. When disseminating research results, researchers should take care to remain objective, impartial and true, and avoid misleading and damaging the interests of others.

## 12. Results and Discussions

After interviewing 6 interviewees, the author summarized their interview content, and discussed and analyzed the interview results.

### 12.1. Strengthening Understanding on Regional History and Cultural Elements of Folk Dance

Through interviews and thematic analysis, a number of specific strategies can be derived that help strengthen students' awareness of the regional historical and cultural elements of folk dance

The use of multimedia resources

It is found that multimedia education plays a key role in cross-cultural education.

Multimedia education is a powerful tool to bring cultural elements to life. Through audio-visual means, students can observe dance performances of different cultures up close, which helps to stimulate their interest and makes it easier for them to understand the background and meaning of different cultures. This approach also provides a lively learning experience that can enhance students' awareness of cultural diversity.

Use multimedia resources such as videos, music and images to show students the performances of various folk dances and the historical culture behind them. Through audio-visual means, students are more likely to understand and feel the unique features of different cultures (Teacher 1) The use of audio-visual resources can enhance students' cultural sensitivity and understanding of different cultures (Bartsch & Cobern, 2003).

Hands-on experience and hands-on participation

Practical experience is the key to deepen cultural understanding. Through hands-on participation, students can feel the emotions and techniques of dance from different cultures. This hands-on experience not only helped them better understand dance, but also enhanced their awareness of cultural diversity. In addition, through hands-on practice, students develop self-confidence and self-expression skills.

Students are encouraged to participate in the study and performance of various folk dances. Through hands-on experience, students gain a deeper understanding of the dance moves and emotional expressions of different cultures. (Teacher 2) It is found that practical experience is an effective way to promote cultural understanding. Through hands-on participation in cultural activities, students can gain a deeper understanding of and respect for other cultures (Ward, 2016)

Cultural background introduction

When teaching a particular ethnic dance, students are provided with an introduction to the relevant cultural context, including the history, traditions, religions and values of the ethnic group. This helps students better understand the meaning of dance and the cultural elements behind it.

(Teacher 3) Combining dance with dance improves students' understanding of the meaning and cultural elements of dance. This comprehensive approach helps deepen cultural awareness (Tang, 2013)

Interdisciplinary education

Integrate dance education with other disciplines (such as history, geography, literature, etc.) to explore different cultures more fully. Through an interdisciplinary approach, students gain a deeper understanding of multiple aspects of a particular culture. (Teacher 4) Interdisciplinary education helps students to have a comprehensive understanding of culture. By combining multiple disciplines with cultural education, students can have a more comprehensive understanding of multiple aspects of culture (Liu, 2018)

Cultural exchange and interaction

Integrating dance with culture is a very important way to help students gain insight into the meaning behind dance. Understanding the history, tradition and values of the culture to which dance belongs helps students to have a more comprehensive understanding of the emotional expression and symbolic meaning of dance. This comprehensive cultural education method helps to improve students' cultural sensitivity.

Interdisciplinary education is an approach that promotes integrated cognition, and by combining different disciplines with dance, students can gain a deeper cultural awareness. They not only understand the dance itself, but also understand the relationship between cultural elements and other fields. This comprehensive learning helps to develop the overall quality of students.

Cultural exchange and interaction are the key to cultivating students' cross-cultural understanding. By interacting with representatives of other cultures, students can learn the actual lifestyles and values of different cultures. This direct interaction helps break down cultural barriers and promotes cultural understanding and respect.

Organize cultural exchange activities and invite dancers and performers from different cultural backgrounds to interact with students. This interaction allows students to learn directly about other cultures and promotes cross-cultural understanding and respect. (Teacher 5) Cultural exchange and interaction are effective means to improve students' cultural understanding and respect. Interacting with people from different cultural backgrounds can promote cultural exchange and sharing and contribute to cross-cultural understanding (Dong, 2015)

Open discussion and diversity of views

Open discussion is an important way to train students to think about and understand cultural diversity. By sharing views and feelings, students can explore cultural differences in an open environment. This helps them think more deeply and learn to respect and appreciate diversity.

Students are encouraged to participate in discussions and reflections, sharing their views and feelings about dance from different cultures. Through open discussion, students can think more deeply about cultural differences and learn to respect and appreciate diversity. (Teacher 6) Open discussion helps to develop students' cultural sensitivity. Students share their views and feelings in an open environment and can think more deeply about cultural differences (Niu, 2010)

The integrated use of these strategies can create a rich learning environment that enables students to more fully understand the regional historical and cultural elements of folk dance. Through a multi-layered approach to education,

students are able to engage more deeply with the dance traditions of different cultures at a cognitive, perceptual and emotional level, developing their intercultural understanding and respect for diversity.

These findings provide further support for the educational strategies discussed previously, demonstrating their effectiveness in practice to promote students' understanding of regional historical and cultural elements of folk dance. By combining the findings of your own research and previous research, you can more firmly support the effectiveness of these educational approaches.

## **12.2. Innovative methods in enhancing cultural sensitivity**

Through the subject analysis of the interview, we came up with some new methods for improving cultural sensitivity.

### **Virtual reality technology**

Through the use of modern technology, virtual reality and multimedia resources, it is easier for students to gain an in-depth understanding of the dance traditions of different cultures. They are able to experience the dances of other cultures in a virtual environment and access more cultural information through digital resources. This interaction and experience helps students to more fully understand and respect the art of dance in different cultures. (Teacher 1) This study explores the impact of virtual cultural experiences on improving cultural sensitivity and finds that virtual experiences can significantly enhance individuals' awareness and respect for different cultures. (Song, 2020)

### **Cross-cultural cooperation project**

Innovative approaches can stimulate students' creativity and thinking skills. Through the use of new technologies and cross-cultural communication, students are encouraged to think about how to incorporate elements of different cultures into their own dance works. This helps to train students to be more sensitive and considerate in dealing with cultural differences and to consider the impact of multiculturalism in the creative process. (Teacher 3) This study analyzes the application of cross-cultural cooperation projects in education, and the results show that these projects can help cultivate students' cross-cultural communication and cooperation skills and improve students' cultural sensitivity (LI,2018).

### **Diversified cultural education**

This innovative approach provides dance students with a broader cultural experience. Students can learn about the dance traditions of different regions through digital tools and global collaborative projects. This diverse experience encourages students to be more open and inclusive, increasing their cultural sensitivity. They come to understand the uniqueness of different cultures and respect that diversity. (Teacher 2) The study investigated the effects of integrating multicultural education into the school curriculum and showed that multicultural education helped to increase students' cultural sensitivity. (Johnson, A., 2019)

### **Multimedia resource**

The use of multimedia resources, such as videos, music and images, can vividly show the performances and cultural elements of different cultures. This approach can help students understand other cultures more intuitively, thereby increasing cultural sensitivity. In addition, the interactive nature of multimedia resources makes learning more engaging and can be carried out according to students' interests and pace.

Innovative methods broaden students' horizons. They can

experience the dances of other cultures firsthand through virtual reality, online collaborations, and online resources, not just through books or traditional classroom instruction. This hands-on experience gives them a deeper understanding of other cultures and makes it easier for them to feel the connections and differences between different cultures. This helps to improve their cultural sensitivity (Teacher 4) This study examined the effect of virtual cultural learning environments on students' cultural sensitivity. The results show that multimedia resources in virtual environment can enhance students' cognition and respect for other cultures. (Chen,2018)

### **Self-selected cultural learning**

Allowing students to choose their own cultural content and topics of study, according to their own interests and schedules, can stimulate their learning motivation. Self-directed learning develops initiative and self-management skills in students, making them more likely to delve into and understand other cultures.

The innovative approach encourages active learning. They can choose to take online courses, cultural exchange programs, or digital learning, depending on their interests and schedules. This self-directed approach enables students to participate more actively in the development of cultural sensitivity, as they can choose cultures and topics that interest them. (Teacher 5) The study assessed the impact of students' self-selected cultural learning topics. Studies have found that students are more motivated to learn about cultures that interest them, which helps improve their cultural sensitivity. (Wang, 2021)

### **International cultural exchange**

Placing students in an international environment to interact and collaborate with people from different cultural backgrounds can promote cross-cultural understanding and global citizenship. This practice helps students build an international perspective and foster inclusive and pluralistic values.

This innovative approach places students in an international environment. By interacting and working with dancers from all over the world, students become more open and receptive to different cultures. This helps them build an international perspective, understand global issues, and develop a sense of global citizenship, which is also part of cultural sensitivity. (Teacher 6) This study investigated students' experiences with international student exchange programs and found that these programs can significantly improve students' cultural sensitivity and global perspective. (Jia, 2019)

Additionally, integrating cultural education with other disciplines, such as history, geography, literature, etc., can help students gain a more comprehensive understanding of multiple aspects of culture. This interdisciplinary approach can deepen students' understanding of other cultures and integrate cultural sensitivity into their learning in different fields.

Organizing cultural exchange activities, inviting guests from different cultural backgrounds to interact with students and share their culture and experience. This interaction can provide a vivid cultural experience and help students better understand other cultures.

When implementing these innovative approaches, educators need to consider the individual differences and needs of students to ensure the effectiveness of the approach. In addition, evaluation and feedback mechanisms are also key

to ensuring the success of these methods in order to continuously improve and adapt teaching strategies. Overall, innovative approaches to cultural sensitivity are important for developing students who are open, inclusive, and globally aware.

These innovative approaches can introduce new elements into education that help to develop and enhance students' cultural sensitivity. By integrating elements such as virtual reality, online communication, and more into their education, students can gain a deeper understanding of and respect for other cultures, promoting cross-cultural communication and the development of a global perspective.

The identified studies provide empirical support for approaches to improving cultural sensitivity, consistent with our innovative approach through thematic analysis. These findings contribute to strengthening educational practices to produce students with cross-cultural understanding and respect for a globalized society.

### **12.3. Influence of innovative methods in the cultural sensitivity among dance students**

The impact of innovative approaches on the cultural sensitivities of dance students is a dynamic and positive area. Innovative approaches, such as multimedia resources and virtual reality provide students with the opportunity to gain a deeper understanding of different cultures. Through audiovisual experience and interaction, students gain a better understanding of the dance traditions and cultural elements of other cultures. This helps to increase their cultural sensitivity and foster respect and appreciation for diverse cultures.

#### **Raise cultural awareness**

Through the use of modern technology, virtual reality and multimedia resources, it is easier for students to gain an in-depth understanding of the dance traditions of different cultures. It provides dance students with a richer and deeper cultural and educational experience. This helps to develop their cultural sensitivity (Teacher 1) The study assessed the impact on students of cultural-educational applications that use multimedia resources to impart cultural knowledge. The results showed that the apps helped to increase students' cultural sensitivity. (Wang, 2021)

#### **Promote cross-cultural understanding**

Innovative approaches encourage students to interact with fellow students or professional dancers from different cultural backgrounds. Such interactions help break down cultural barriers and promote cross-cultural understanding. Through collaborative learning and performance, students are more likely to accept and respect the differences of other cultures.

An innovative approach to intercultural understanding promotes a wider exposure to and understanding of other cultures by introducing different dance styles and cultural elements. This helps to break down cultural barriers, develop students' cross-cultural understanding and make them more inclusive. (Teacher 3) This study explores the impact of cross-cultural projects on students, and the results show that working with colleagues from different cultural backgrounds can promote cross-cultural understanding (Lee, J., 2020)

#### **Stimulation of creativity**

The innovative approach encourages students to incorporate elements of different cultures into their dance creations. This can stimulate their creativity and create works that are full of cultural diversity and uniqueness. Allows students to adapt and reinterpret traditional dances. They can retain the traditional basic movements and elements, but can

also add a personal innovation and unique perspective. This helps students find a balance between tradition and innovation. (Teacher 4)

#### **Cultivate global citizenship**

Placing students in an international dance environment, innovative approaches contribute to the cultivation of global citizenship. Students are not only dancers, but also global citizens, able to understand global issues and contribute to solving them. This helps them develop a broader vision and a sense of social responsibility.

The innovative approach offers students the opportunity to participate in international dance projects, which can expand their global perspective. They can learn about the dance cultures of different countries and regions to prepare for future international dance collaborations (Teacher 6) This study investigated students' experiences with international student exchange programs and found that these programs can significantly improve students' cultural sensitivity and global perspective. (Lang, 2019)

#### **Reduce cultural bias**

Innovative approaches help to reduce cultural bias and discrimination through an in-depth understanding of the dance traditions of other cultures. Students are more likely to respect and appreciate other cultures as a natural attitude, rather than seeing them as alien or threatening.

Through innovative approaches, students are encouraged to gain insight into and imitate the dance traditions of other cultures. This helps to develop their respect and appreciation for other cultures, thereby reducing cultural prejudice and discrimination. Organize cultural exchange activities and invite dancers and performers from different cultural backgrounds to interact with students. This interaction allows students to learn directly about other cultures and promotes cross-cultural understanding and respect. (Teacher 5) The study assessed the impact of cultural activities on students' cultural sensitivity, and the results showed that these activities can promote students' understanding and respect for other cultures. (Wang, 2021)

Moreover, innovative approaches allow students to choose to participate in dance classes and projects in different cultures according to their interests and schedules. This mode of self-directed learning can stimulate students' interest and motivation in learning, as they are more motivated to participate in the culture of interest.

Overall, The impact of innovative approaches on the cultural sensitivities of dance students is multifaceted, helping to develop more inclusive and respectful individuals, while also providing them with a wider range of learning opportunities and cultural experiences.

## **13. Conclusion and Recommendations**

### **13.1. Conclusion**

It is very effective to improve the cultural sensitivity of regional folk dance students through innovative teaching methods. These methods not only give students a deeper understanding and respect for the local culture, but also develop their cross-cultural awareness and sensitivity. Innovative teaching methods help to enrich dance education, enabling students to better convey cultural messages in performances, resonate with audiences, and have a positive impact on their personal growth and professional development. It provides a solid foundation for their future careers, while also helping to build a more inclusive and

diverse society.

### 13.2.Recommendations

Schools can continue to actively utilize multimedia resources, including videos, music, images, etc., to showcase the dance traditions of different cultures. At the same time, new and diverse teaching materials are sought and developed to ensure that students are exposed to a wider range of cultures. Students are encouraged to participate in cross-cultural interaction and collaborative projects. More cultural exchange activities can be organized to give students the opportunity to collaborate, learn and perform with people from other cultures. Provide students with the opportunity to study other cultures in depth, including learning about their languages, histories, religions and traditions. This helps to understand the background and connotation of the culture more fully. Students are not only taught the dances of other cultures, but also encouraged to creatively express their own understanding and emotions. This helps students to experience culture more deeply and to express respect and appreciation for other cultures in a personal way. Periodically assess the effectiveness of innovative methods, including the degree to which students' cultural sensitivity has improved. According to the evaluation results, continuous improvement and adjustment of teaching methods. Provide training for dance teachers in intercultural education and teaching methods to ensure that they can effectively teach cultural sensitivity. Support students to participate in international dance exchange programs and competitions to broaden their horizons and cultivate international dance professionals.

Through continuous improvement of teaching methods and providing diverse learning opportunities, innovative regional folk dance teaching methods can be better implemented to enhance students' cultural sensitivity.

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