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Article

Optimization of Intangible Cultural Heritage Art Education and Inheritance Paths Assisted by Artificial Intelligence

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Abstract: Nowadays, digital information technology has made outstanding achievements in the protection of many large-scale tangible heritage, “digital protection of intangible cultural heritage” is gradually known and used by people, and the data has become a new valuable resource. This paper firstly analyzes the influencing factors of the inheritance of intangible cultural heritage art, and obtains the final fitting results of the logistic regression model. It optimizes the curriculum objectives, curriculum content, and teaching methods of art education, and proposes the reform of art education. Taking Shaanxi folk songs as an example, a survey experiment was designed to analyze the respondents' evaluation of Shaanxi folk songs, and most of the respondents believed that the inheritance and development of folk songs needed to be intervened, and the support rate of "inheritor training" was the highest, with an average score of 5.26, followed by "documentary record" and "nationwide promotion", with a score of 5.24. The students were guided to the teaching practice of non-heritage music inheritance, and their artistic performance and cognition were analyzed through the control test. The mean values of artistic performance and cognitive assessment of the students in the experimental class are 7.984 points and 8.208 points respectively, which are better than those of the control group, indicating that the teaching practice of the experimental class is more efficient and the non-heritage culture can be better inherited and educated.

Keywords: logistic regression; art education; Shaanxi folk songs; non-heritage inheritance education

1. Introduction

Intangible cultural heritage (hereinafter referred to as "intangible cultural heritage") mainly refers to the various traditional cultural expressions that have been passed down from generation to generation by people of all ethnic groups and are regarded as part of their cultural heritage, as well as the objects and places related to traditional cultural expressions, including oral traditions, performing arts, social customs, festivals, traditional handicrafts, folk music, dance, opera, arts and crafts, and related knowledge systems and practices[1]. Non-heritage is the crystallization of human wisdom and precious cultural resources, carrying the historical memory, social customs and spiritual beliefs of a nation, and its core value lies in its historical accumulation, cultural connotation and national characteristics [2-5]. Inheriting the non-legacy can not only protect and promote the characteristic culture of each ethnic group, so that the culture of each ethnic group presents diversified charms in mutual exchanges and collisions, but also promote people's understanding and identification with their own cultural traditions and identities, enhance the sense of national pride, strengthen the social unity, and improve the cohesion of the nation [6-9]. At the same time, it can promote the development of tourism and cultural industries, increase employment opportunities, promote economic growth, enhance global cultural exchanges and cooperation, and promote the development of cultural diversity in the world [10-13]. However, with the development of the times and the impact of culture, many cultural heritages have gradually disappeared and are on the verge of being lost.

Under the development environment of the new era, schools should consciously shoulder the mission of inheriting and promoting non-heritage while imparting knowledge and cultivating talents, and use art education as a medium to actively explore various measures and methods to pass on the non-heritage culture, so that more non-heritage will shine in the new era. Integrate the non-heritage into the process of art education, so as to enrich the content of the curriculum, improve the effect of education, so that the construction of the curriculum is more in line with the basic needs of the development of the times, reflecting the characteristics of the school at the same time, so that the students have in-depth contact with the non-heritage, from the heart to fall in love with these cultural resources, which in turn will play a positive role in the promotion, inheritance, and innovation of the non-heritage, and to realize the sustainable development of the [14-17].

In this paper, a binary logistic model is selected for regression analysis to determine the direction and degree of influence of each factor on the inheritance of non-heritage art. The application of artificial intelligence technology in non-heritage inheritance is listed by integrating real cases. From the four aspects of curriculum, curriculum objectives, curriculum content and teaching methods and means, an optimization plan is proposed to reform art education. Taking art education in music as an example, questionnaires related to the study of the non-genetic inheritance path and dissemination effect of folk songs in southern Shaanxi Province are sent to the audience to collect the audience's understanding of the perceived status of folk songs in southern Shaanxi Province and the inheritance and dissemination effect. Apply the content of art education reform to Shaanxi folk songs non-heritage culture education, and analyze the performance and cognition of students on non-heritage art under this model through controlled experiments.

2. Overview

Literature [18] develops the path of non-heritage inheritance and protection: firstly, strengthening the value propaganda and research; secondly, integrating into the field of education; thirdly, protecting the cultural ecology and non-heritage inheritors; fourthly, recommending the normalization of minority languages; and fifthly, setting up the archives of non-heritage. And school is an important way to disseminate NHs, but also an important venue to train the inheritors. Knowledge of NHs is the first step to spread, inherit and protect NHs. Literature [19] explores the practical path of NH general education, proposes to integrate NH general knowledge with professional education, and to cultivate cultural talents under the diversified teaching practice mode. Art education is an effective way to link education and non-heritage. In this regard, the literature [20] proposes specific strategies for the development and inheritance of non-heritage in the teaching design and education model of colleges and universities, and, at the same time, explores the inheritance path of non-heritage in the context of college and university life. Literature [21] focuses on the challenges, necessities, and interconnections of integrating non-heritage into art education, and proposes effective protection and preservation mechanisms through curriculum design and teaching reforms to cultivate the best inheritors. In addition, non-heritage contains a large amount of data, literature [22] used big data technology to deeply integrate non-heritage and art and design education, and proposed a new model of non-heritage learning to cultivate research-oriented cultural talents gained students' favor through practical application. Literature [23] explored the path of integrating non-heritage root sculpture into art education, and its integration in the form of calligraphy can improve students' interest and creativity, but there are still some limitations, in this regard, the teaching strategy was optimized, with the injection of knowledge of non-heritage root sculpture as the first step, and then through museums and other venues for resource sharing to achieve diversified teaching. Literature [24] researched a set of graduation design practice teaching mode with non-heritage characteristics by exploring the inheritance path of non-heritage in the teaching of graduation design for art and design majors, focusing on the intersection and characteristics of non-heritage inheritance and graduation design innovation.

In recent years, artificial intelligence has been widely used in various fields, which brings new opportunities for both art education and non-genetic inheritance. Literature [25] research shows that artificial intelligence can realize the historical reproduction of non-heritage, but the lack of innovative inheritance, to a certain extent, to meet the cross-cultural dissemination and inheritance of non-heritage, and to realize the sustainable development of quota. In addition, in addition to historical reproduction, AI can also digitally retain and present non-heritage through intelligent algorithms to achieve protection and inheritance. For example, literature [26] utilizes generative adversarial networks to establish a three-dimensional display system for NON-heritage, which displays super-resolution images in a realistic and natural way, and at the same time displays the surface detail features of the generated NON-heritage three-dimensional objects in high resolution. All these techniques can be well integrated into art education, making students clearly understand the non-heritage and take the initiative to inherit the non-heritage.

3. Analysis of factors affecting the inheritance of non-heritage art

3.1. Variable setting

In this paper, the variables are set as follows: "state of non-genetic inheritance" is the dependent variable, and the five influencing factors of cognitive level, personal characteristics, category preference, protection method and policy environment are the independent variables. Cognitive level is divided into seven sub-factors, personal characteristics are divided into two sub-factors, category preference is divided into four sub-factors, protection method is divided into two sub-factors, and policy environment is divided into four sub-factors, so as to carry out empirical analysis. In the questionnaire, "Longshan County Intangible Cultural Heritage Inheritance Status" is the dependent variable Y, and the subfactors of the five influencing factors are from X1 to X19 as shown in Table 1. The variables were categorized into ordered categorical variables and unordered categorical variables, and the ordered categorical variables were coded according to the degree, and the unordered categorical variables were converted into dummy variables.

Table 1. Variable specification

Variable name	
Inheritance	The shaanxi folk song is not inherited
Cognitive level	Unimpressed degree
	Unlicored resources advantage
	Unresplendent awareness
	Unlicenced economic power
	Non-heritage prosperity
	Understanding of non-genetic values
	Understanding of non-genetic representations
Personal Characteristics	Age
	Cultural degree
Category preference.	Folklore
	Performing arts
	Traditional program
	Traditional handicraft
Protection mode	Productive protection
	Non-production protection
Policy environment	Strengthen non-legacy propaganda
	Hold a non-relict
	Strengthen non-genetic support
	We will strengthen non-legacy financing

3.2. Correlation analysis

In this paper, a binary logistic model is selected for regression analysis to determine the direction and degree of influence of each factor. Logistic regression model is usually used to analyze the relationship between categorical variables, and can intuitively reflect the magnitude of the role of the independent variable on the dependent variable, and the state of intangible cultural heritage heritage can be used as a binary categorical dependent variable. Figure 1 shows the correlation analysis of independent variables [27].

The heat map is used here to reflect the correlation between the variables, in which the color from dark to light represents the correlation from weak to strong. The largest correlation in the graph is X2 and X3, whose intersection is the lightest color, and the correlation coefficient reaches 0.59, which is less than 0.6. In the correlation analysis of variables, generally the correlation of variables is less than 0.6, which can be regarded as the existence of a weak linear relationship between the variables, and there is no multicollinearity, and no need to screen the variables to fit the model directly.

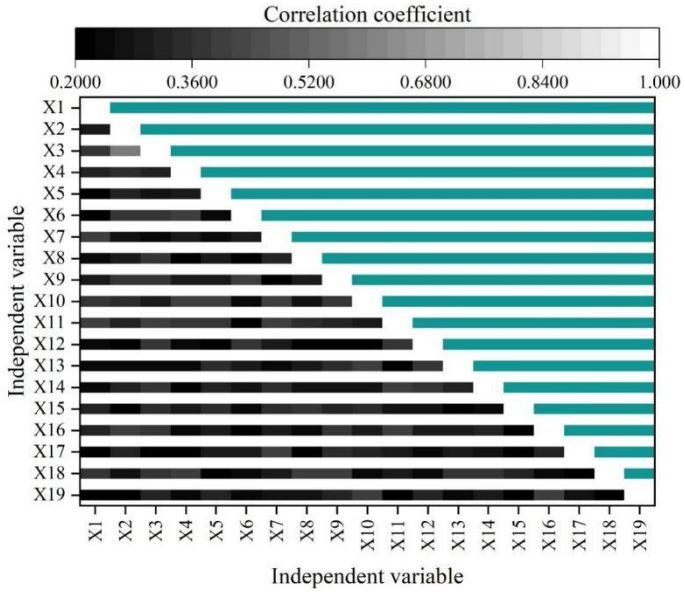

Figure 1. Correlation analysis of independent variables

3.3. Preliminary fitting results

Table 2 shows the initial fitting results, the number of non-significant variables in the table is large, in order to screen out the core variables affecting the status of non-genetic inheritance, to reduce the model AIC value and to improve the fitting effect of the model, step-by-step regression is adopted.

According to the size of the P-value of individual independent variables and the difference of AIC, the six independent variables X7, X9, X10, X11, X12 and X14 were selected as the core independent variables for model fitting by backward stepwise regression. The probability that these variables are greater than the absolute value of the standardized score is 0.0512, 0.0365, 0.0164, 0.01287, 0.0095, and 0.1098, respectively.

Table 2. Initial fitting results,

Variable	Estimated value	Standard error poor	Standard score	The probability of greater than the absolute value of the standard score
(Intercept)	-10.2452	4.4696	-2.2885	0.0245*
X1	0.3796	0.5415	0.6915	0.4856
X2	-1.3766	1.0936	-1.2652	0.2166
X3	0.9815	1.1625	0.8155	0.3944
X4	0.8625	0.8265	1.0345	0.3069
X5	0.0067	0.9948	0.0064	0.9915
X6	-0.0348	0.4893	-0.0612	0.9433
X7	1.2345	0.6315	1.9122	0.0512
X8	0.3452	0.4636	0.7185	0.4786
X9	-0.9136	0.4425	-2.0765	0.0365*
X10	3.3785	1.4262	2.3185	0.0164*
X11	3.3495	1.3663	2.4985	0.01287*
X12	3.4655	1.3345	2.5963	0.0095**
X13	NA	NA	NA	NA
X14	0.8045	0.4935	1.6188	0.1098
X15	0.3096	1.0765	0.2836	0.7736
X16	0.1064	1.0069	0.1648	0.9136
X17	0.1648	0.9978	0.1068	0.8615
X18	1.1369	0.9755	1.1786	0.2495
X19	-1.0264	0.7766	-1.3456	0.1816

3.4. Final fitting results

Table 3 shows the final fitting results, and the significance of the independent variables, in descending order, are traditional festivals, performing arts, literacy level, folklore, cognition of

inherited behaviors, and productive conservation. 0.00945<0.0145<0.01615<0.01945<0.02485< 0.10169 This indicates that the categories represented by traditional festivals, performing arts, and folklore have a statistically significant influence on the status of NGT, while the conservation methods represented by productive conservation have a statistically significant influence on the status of NGT, and the personal characteristics represented by literacy level. preference, the cognitive level represented by the cognition of inheritance behavior, and the personal characteristics represented by the literacy level have a statistically significant effect on the state of non-genetic inheritance, whereas the protection mode represented by productive protection has no statistically significant effect on the state of non-genetic inheritance, and the four sub-factors of the policy environment are even more so sifted out in the stepwise regression.

Table 3. Final fitting result

Variable name	Variable	Estimated value	Standard error poor	Standard score	Probability greater than the absolute value of the standard score
/	(Intercept)	-5.6485	1.8155	-3.0588	0.00248**
Continuous behavior cognition	X7	1.2045	0.5412	2.2485	0.02485*
Cultural degree	X9	-0.7452	0.3066	-2.4885	0.01615*
Folklore	X10	2.5369	1.0815	2.3158	0.01945*
Performing arts	X11	2.6185	1.0935	2.4352	0.01452*
Traditional festival	X12	2.5985	0.9452	2.5915	0.00945**
Productive protection	X14	0.6245	0.3815	1.6348	0.10169

4. Cultural Heritage Art Inheritance Path

4.1. Transmission and Education of Non-Heritage

4.1.1. Realization of the cultural heritage of non-heritages

Artificial intelligence technology plays a key role in the fields of intangible cultural heritage music creation, performance and natural language processing [28]. In the field of music creation, people use AI technology to analyze the tunes of demonstration tracks in depth, and present the data, characteristics and uniqueness of the folk songs of southern Shaanxi Province in digital form, so as to provide assistance for the creation of more folk songs. In addition, artificial intelligence technology also provides basic tool services for music creation. In the creation based on non-heritage music, through the preliminary data collection, it analyzes the tune styles, modal tonality, and biting and spitting characteristics of southern Shaanxi folk songs, providing basic preliminary support for the compilation and creation of non-heritage music. With the concerted efforts, continuous exploration and innovation of people and artificial intelligence, non-legacy music will be more widely spread globally and become a common musical treasure of mankind.

4.1.2. Compensating for the shortcomings of traditional non-heritage cultural transmission

As a precious treasure of the Chinese nation, the inheritance and protection of intangible cultural heritage is of great value. The inheritance of intangible art mostly relies on oral transmission and manual skills, and these traditional ways have certain disadvantages, while the application of machine learning technology for the inheritance of intangible cultural heritage makes up for the shortcomings of the traditional ways, and improves the accuracy and completeness of the inheritance of skills [29].

4.2. Reform of arts education

4.2.1. Curriculum optimization

Optimizing the curriculum can start with course integration. That is, each of the above courses may not be offered separately, some of the courses can be integrated, such as “Drama Appreciation” and “Opera Appreciation” can be integrated, “Music Appreciation” and “Dance Appreciation” can be

integrated, or can be more bold integration for several courses. This is because certain courses just need to be chosen for their essence. In addition, some courses could be supplemented with lectures, such as Art Appreciation. This will not only ensure that most of the courses can be offered normally, but also reduce the difficulty of specialization, increase the cultural content and the amount of knowledge and information, and at the same time save resources and improve efficiency.

4.2.2. Optimization of course objectives

Public art education is different from professional art education. Public art education cannot measure the teaching process and teaching effect by the standard and evaluation mechanism of professional art education, and the mode and method of professional art course education are not applicable to public art course education. The main purpose of public art course education is to cultivate students' art appreciation ability, art judgment ability, creative consciousness and innovation ability, and to improve students' art quality, not to improve students' skills in a certain aspect. Therefore, it is important to prioritize when formulating the teaching objectives of the course. Only by clarifying the objectives of the course can we not deviate from the right track of public art education and improve the effectiveness of teaching.

4.2.3. Optimization of course content

For each course, the optimization of course content is extremely necessary. For the optimization of course content, the first thing is to ensure the completion of the course objectives, because the course objectives reflect the value of the curriculum and instructional design, and the specific course objectives are the starting point and destination of instructional design activities. No matter how the course content is adjusted, it cannot exist apart from the course objectives. Secondly, the attractiveness to students should be considered. If the course content is not attractive to students, it is difficult to stimulate students' interest in learning, and it is also difficult to receive good teaching results. In a sense, the problem of curriculum is the problem of content, curriculum design, curriculum objectives, curriculum evaluation and curriculum implementation are all centered on the content of the curriculum. Therefore, it can also be said that the optimization of course content is the most important of the optimization of the curriculum system. Adjustment, enrichment, improvement and updating of the content of the curriculum should accompany the curriculum throughout.

4.2.4. Optimization of teaching methods and teaching tools

Art education is significantly different from natural and social science education, which is not bound by norms and is not restricted by logical procedures. Therefore, public art education must change the traditional teaching methods, avoiding the teacher's monologue, but should combine the characteristics of the course and the teaching content to choose different teaching methods, such as case study teaching method, situational teaching method, experiential learning teaching method, teacher-student critique method, discussion method and so on. This can make the classroom lively, but also mobilize the enthusiasm of students, but also to create opportunities for students to display their talents, can receive twice the result with half the effort. Teaching tools can be equally eclectic. Multimedia courseware, video, audio, with intuitive, visual, situational characteristics, which not only helps students to understand the content of the teaching, but also helps to enrich and deepen the emotional experience of students.

5. Analysis of the effect of non-heritage art education and inheritance - taking art education in music as an example

5.1. Survey of the effects of transmission

5.1.1. Questionnaire design

The questionnaire used for the study had closed-ended questions and scale-response questions. The questionnaire as a whole was divided into three sections. The first section is demographic information. It involves the respondents' gender, age, occupation, education, current location, and other questions.

The second part is the respondents' perceived status of southern Shaanxi folk songs. In response to the respondents' knowledge of southern Shaanxi folk songs, the survey of the respondents' contact behavior involves contact frequency, contact channels, contact forms, contact motives, contact feelings, etc., which is mainly used to understand the spreading status of folk songs by investigating their contact

with folk songs. In addition to this, 1 scale question was set up, containing 6 items of folk song's language expression, music rhythm, performance form, contact channel, contact form, contact platform, etc. It became a survey on the perception of the contact hindrance of folk songs in southern Shaanxi, of which items 1, 2, and 3 were for the performance of the folk songs themselves, and items 4, 5, and 6 were for the influencing factors in the process of the folk songs' dissemination, so as to predict the effect of the dissemination of the folk songs. The third part is for the inheritance and development of folk songs in southern Shaanxi Province to set the corresponding scale questions associated with the effect of folk song dissemination. The inheritance and development of folk songs in southern Shaanxi were divided into two parts: the transmission effect and the inheritance effect, and the transmission effect was measured by a 7-level scale, and the transmission effect was divided into 1 to 7 levels: from "1" to "7" meant "very bad" to "very good".

5.1.2. Data collection

The questionnaire “Study on the non-genetic inheritance path and dissemination effect of folk songs in southern Shaanxi” was sent via WeChat and targeted to local people in Shaanxi, and at the same time, it was disseminated through the WeChat community where the author was working, to collect the audience's understanding and judgment of the perceived status of the folk songs in southern Shaanxi and their inheritance and dissemination effect, and in addition, the questionnaire was targeted at the non-local people. Distribution. The author used the questionnaire data and categorized them into “local people” and “non-Jinjiang people” to make a data base for judging the dissemination effect of the folk songs. A total of 250 questionnaires were collected, all of which were valid.

5.2. Teaching practice based on non-heritage music heritage

5.2.1. In-class teaching practices

According to the concept of the Compulsory Education Art Curriculum Standard (2022 Edition), teachers should point to the core literacy in teaching, go beyond the fragmented knowledge and skills, organically integrate the teaching content, and promote students' overall construction and association of knowledge. Although the current textbook system also pays attention to the development of students' abilities, it lacks the orientation of knowledge to ability transformation, so when teachers teach, they can first carry out the organic integration of teaching materials, combined with the non-heritage music composition based on artificial intelligence algorithms, to implement the teaching with a better vision of nurturing, and a larger pattern of nurturing, that is, the “Big Unit” Teaching system. Large-unit teaching helps to construct a large concept of the music discipline, promotes the integration of music learning, and realizes a large transformation of students' music learning, which can make students' music perception from shallow to deep, and their music thinking and cognition from low-order to high-order.

5.2.2. Objects of study

A control experiment was set up in which the experimental class used non-heritage music compositions that had undergone AI algorithms to assist non-heritage education, and the control class used traditional teaching methods. A post-test was administered to each experimental and control class during the academic year of the study, consisting of two items, artistic performance and knowledge assessment, to 15 students in each of the experimental and control classes.

5.3. Analysis of findings

5.3.1. Legacy effects

Table 4 shows the inheritance methods and effects, in the evaluation judgment for the dissemination effect of folk songs, the author chose a 7-level scale by the respondents for the 7 different dissemination methods for subjective judgment, 7 for very good, 1 for very bad. According to the data filled out by the respondents, the average score of the seven modes of communication on the impact of their communication effect is 5.363, and the scale score of each mode of communication is in the range of 5-6, with the highest item of “new media platform” getting 5.716 points. A simple conclusion that can be drawn from this mean score is that there is not much difference in the respondents' judgment of the effect brought about by the way folk songs are disseminated. However, 42% of the respondents thought that the communication effect of a certain communication method was "very good" (i.e., 7 points), followed by "school education" (34.8%).

Table 4. Inheritance mode and effect

Options	1	2	3	4	5	6	7	Average score
School education	13	4	19	40	42	45	87	5.308
Museum	3	7	30	40	50	40	80	5.268
Government	7	8	30	35	48	38	84	5.236
Older generation	5	13	18	48	50	35	81	5.216
TV show	6	7	15	30	60	50	82	5.436
New media platform	4	6	12	28	40	55	105	5.716
Microscope	38	45	124	221	290	263	519	5.363

5.3.2. Respondents' Audience Evaluation of Shaanxi Folk Songs

In this regard, in order to understand the specific resistance that exists in the respondents' exposure to understanding folk songs, six types of resistance that will affect the audience in the process of folk song dissemination are listed and set up as a 7-level scale, with 7 being strongly in favor and 1 being strongly against, and Table 5 shows the statistics of the resistance to the transmission of folk songs.

"Language expression" was selected as the biggest "resistance" by the respondents, with a high proportion of 34.28% in level 7, and the restrictions on "musical rhythm" and "performance form", which accounted for 30.26% and 27.01% of the proportion in level 7, respectively, also became one of the obstacles for respondents to further contact with and understand folk songs.

Table 5. The resistance statistics of folk songs

Options	1	2	3	4	5	6	7
Language expression	4.56%	2.84%	9.15%	18.56%	19.25%	11.36%	**34.28%**
Music festival	12.36%	4.76%	12.36%	15.96%	16.15%	8.15%	30.26%
Performance form	8.16%	5.65%	13.26%	15.69%	16.87%	13.36%	27.01%
Communication channel	4.96%	1.86%	14.26%	16.87%	26.48%	9.45%	26.12%
Propagation form	4.75%	0.96%	9.43%	24.66%	23.48%	11.36%	25.36%
Propagation platform	5.69%	2.78%	10.66%	17.65%	25.69%	11.25%	26.28%
Microscope	6.75%	3.14%	11.52%	18.23%	21.32%	10.82%	28.22%

5.3.3. Role and effectiveness of heritage

At the same time, 12 ways or forms of Shaanxi folk songs' transmission were set up again, and the respondents judged the role and effect of the following ways in the inheritance and development process of Shaanxi folk songs, with 1 being very bad and 7 being very good. Table 6 shows the role and effect of inheritance.

From this, it can be found that most of the interviewees believe that the inheritance and development of folk songs need to be considered as intervention and acted upon. Among the effective actions, “training of inheritors” has the highest support rate, with a mean score of 5.26, followed by “documentary recording” and “nationwide promotion” (5.24).

Table 6. Inheritance function and effect.

Options	1	2	3	4	5	6	7	Average score
The folk house pavilion is passed on	7	8	15	47	62	50	61	5.172
Official policy promotion	10	9	14	50	60	48	59	5.084
Folk song	10	5	13	45	65	47	65	5.204
School education	12	10	14	48	63	46	57	5.024
Personal interest culture	11	12	24	45	62	45	51	4.896
Inheritance culture	5	8	14	45	63	48	67	**5.26**
Museum collection	6	11	13	49	64	45	62	5.148
Documentary record	6	11	12	40	68	45	68	5.24
Cultural industry	6	8	23	38	67	50	58	5.136
Nationwide promotion	13	8	10	38	60	48	73	5.24
The form of artistic expression of innovative art	10	9	12	37	65	50	67	5.224
There is no need for human intervention, natural circulation	45	40	35	40	50	18	22	3.608
Microscope	55	52	94	280	375	284	360	5.012

5.4. Artistic Performance and Cognitive Assessment

Students were guided through a teaching practice based on the Markov chain randomness algorithm for composing music during the summer after the school year ended, and a post-test was administered to the teaching practice lab class again after the practice, with in-class teaching practice post-test scores used for the control data. Figure 2 shows the results of the teaching practice of nonfiction music.

The artistic performance post-test, contains two items, the first is the assessment of the students' artistic performance ability, the students sang solo and group performance of Shaanxi folk songs, scored by the teacher, the solo was scored from five dimensions of rhythm, intonation, lyrics, emotion, and style, out of 10, and the knowledge assessment was the same for these five dimensions out of 10.

In the post-test, the mean value of the artistic performance of the experimental class was 7.984 points, and the artistic performance of the control class was 6.953 points. In the knowledge measure, the mean values for the experimental and control classes were 8.208 and 7.473 points, respectively. From the knowledge assessment, the test scores of the experimental class were greater than those of the control class, confirming that the experimental class was more efficient in its teaching practice.

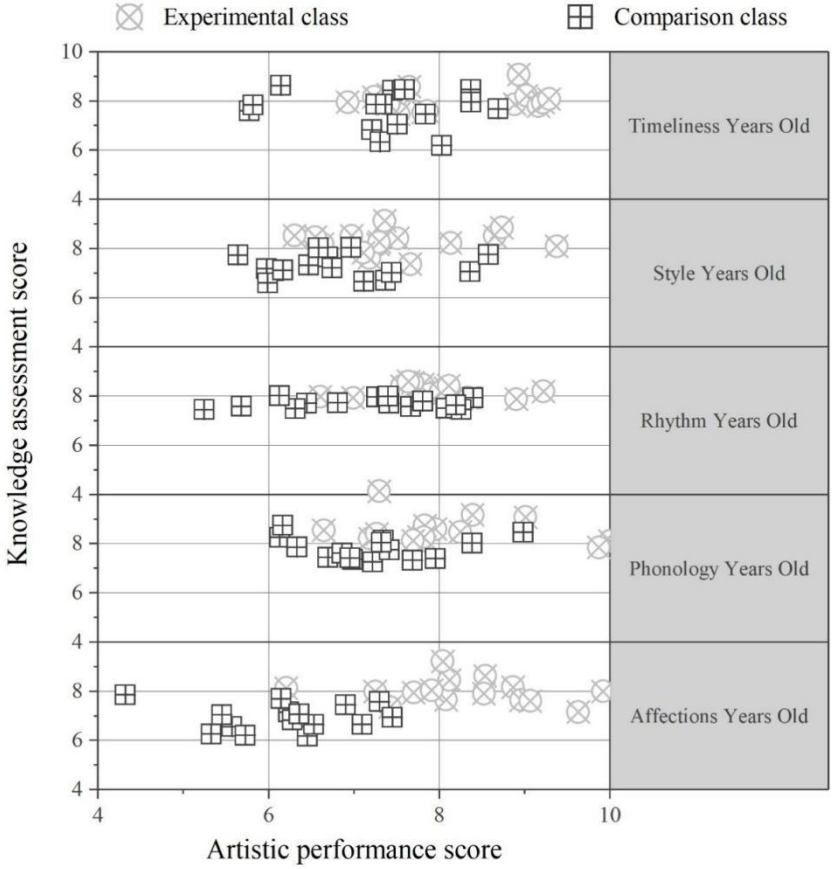

Figure 2. The results of the music teaching practice

6. Conclusion

This paper explores the influencing factors of non-heritage art education and inheritance, using logistic regression model, through step-by-step fitting, the final fitting results show that the significance of the independent variables, in descending order of significance, are the traditional festivals, performing arts, cultural degree, folklore, inheritance behavior cognition, and productive protection. 0.00945<0.0145<0.01615< 0.01945<0.02485<0.10169. For the subsequent protection of non-heritage folk music, it can start from these aspects.

Combined with the reality of the inheritance of non-heritage art, analyze the role of AI art on the inheritance of non-heritage, and put forward the specific content of art education reform. Take art education in music as an example, and investigate the inheritance effect of art education by example.

Subjects believe that the communication method of “new media platform” is the most effective, with a score of 5.716. At the same time, the proportion of “new media platform” transmission method is 42%, nearly half.

Comparing students' artistic performance and knowledge of Shaanxi folk songs through controlled

experiments, in the posttest, the mean value of artistic performance was 7.984 points for the experimental class and 6.953 points for the control class. In the knowledge assessment, the mean values of the experimental class and the control group were 8.208 points and 7.473 points, respectively. From the knowledge assessment, the test scores of the experimental class were greater than those of the control class, indicating that the experimental class was more efficient in teaching practice.

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