Research on Effective Teaching of Aria An Empirical Study of Universities in Z Country

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Abstract

This research tries to focus on the core issue of "effective aria teaching" and investigates the effectiveness of aria teaching in Chinese universities, to find out the current situation of aria teaching in Chinese universities and analyze the obstacles of the causes and solutions in effective aria teaching. This research adopts the method of mixed research, and investigates the specific process of aria teaching in Chinese universities through the empirical analysis of 450 college students and 130 college teachers; through qualitative research, this paper makes an in-depth interview with teachers of aria teaching in Chinese universities, depicts the basic situation of effective aria teaching in universities, and explores the influence of the characteristics, quality and behavior of teachers and students' dual subjects on effective aria teaching.

Keywords

1. INTRODUCTION

Aria has the dual value of opera inheritance and teaching practice. Driven by the trend of educational process quality evaluation and interdisciplinary research, the effectiveness of aria teaching, as one of the problems in music education universities, has become a topic that needs to be studied in academic circles. In order to correctly handle the problems, such as insufficient effective

teaching and research system of aria, this study focuses on the core issue of "effective teaching of aria".

Most of the current researches on aria teaching are about the teaching value of aria opera, but the research system on the effectiveness of aria teaching has not been formed, According to Yao (2005), the exploration of human teaching is to better realize effective teaching, "effective teaching means teaching that conforms to teaching rules, is effective and efficient." Since 1960s, the research on teaching effectiveness has shifted from studying the characteristics or qualities of effective teachers to focusing on the teaching behaviors of effective teachers, paying more attention to all performances of teachers that affect students' learning, and adopting quantitative empirical research. In the field of higher education, a relatively mature systematic study on the elements and

evaluation indicators of effective teaching has been formed. However, this kind of research is seldom used in the field of music, and musicology-related research pays more attention to the study of the integrity of the teaching process. For example, Li (2016) takes advantage of the intersection of communication and college music teaching. This paper puts forward strategies to improve the effectiveness of college music teaching from four aspects. Dong (2017) thinks that building an efficient classroom is an important topic in music education, and briefly describes the importance of giving full play to students' dominant position. It can be seen that the research on effective teaching of music education lacks systematicness, and hardly involves any special majors, which cannot effectively guide music educators and evaluators to grasp the law of effective teaching of aria, and is not conducive to the guarantee and promotion of teaching quality of aria.

2.   RESEARCH OBJECTIVES

2.1   This research focuses on the effective teaching of aria in universities, trying to understand its current situation and problems, find out the deep reasons for the lack of effective aria teaching, and explore the feasible strategies to promote the effective teaching of aria in colleges and universities. Specific research objectives are as follows:

2.2   Investigate the specific process of aria teaching in universities in Z country. In order to explore the influence of the characteristics, quality and behavior of teachers and students' dual subjects on the effective teaching of aria. Based on this, this paper describes the basic situation of effective teaching of aria in colleges and universities.

2.3   Discuss the relationship between the various elements of aria teaching in universities and the effective level of aria teaching. Analyze the key influencing factors and establish a "causal relationship" schema for effective aria teaching.

2.4   Provide feasible strategies to improve effective teaching of aria. Based on the empirical research results of aria teaching in universities, starting from

the theory of teaching effectiveness in the field of higher education and with the help of interdisciplinary research paradigm of music education, this paper puts forward feasible strategies to promote the effective teaching of aria.

3.　LITERATURE REVIEW

With regard to the topic of "effective teaching of aria", previous research mainly focused on the following aspects: firstly, focusing on the core content "aria", including the origin and development of aria, the artistic characteristics of aria and the teaching of aria. Secondly, focusing on "effective teaching", mainly includes the concept evolution of effective teaching, the constituent elements of effective teaching and the effective teaching strategies of universities.

The current research mainly interprets aria teaching from three dimensions: concept definition, music value and artistic expression. What is the aria, the musical

value of aria for individuals, opera art and culture, and the teaching of singing and performing skills of aria are all answered. However, the three dimensions of interpretation cannot clearly discuss how to achieve the effectiveness of aria teaching. The reason is that the lack of current research perspective and unscientific research methods make the effective teaching research of aria present the overall characteristics of technical empirical research, which hinders its further development (Kocak & Bozkurt Bostanci, 2020).

Therefore, expanding the research vision, exploring theoretical guidance and new research paradigm, and organically combining micro practice, meso theory and macro concept should become important changes to guide future research. The future research could consider two aspects of change. Firstly, by using the technical means based on empirical research, to clarify the current effective teaching level of aria, this paper uses the interpretation framework of mature higher education discipline to explain the causes of the problem. At the same time, in the aspect of problem-solving, we should avoid focusing on the fragmentation of technical means, but rise to the level of the overall construction of the curriculum, so as to provide systematic ideas for the effective teaching of aria. Secondly, the introduction of interdisciplinary research perspective. According to Altbach (2014), "the research of higher education needs the help of interdisciplinary...It is possible to produce innovative research results through interdisciplinary research" (p.23-26). Multidisciplinary research bears the dual mission of solving the practical problems of higher education development and promoting the construction of disciplinary theoretical system. The effective teaching of aria is a multi- disciplinary topic, which needs to go out of the discipline limit, integrate the theoretical advantages of other disciplines (Kocturk, 2020).

4.　CONCEPTUAL FRAMEWORK

Based on the summarization of previous research literatures, the following conceptual framework has been established in this research.
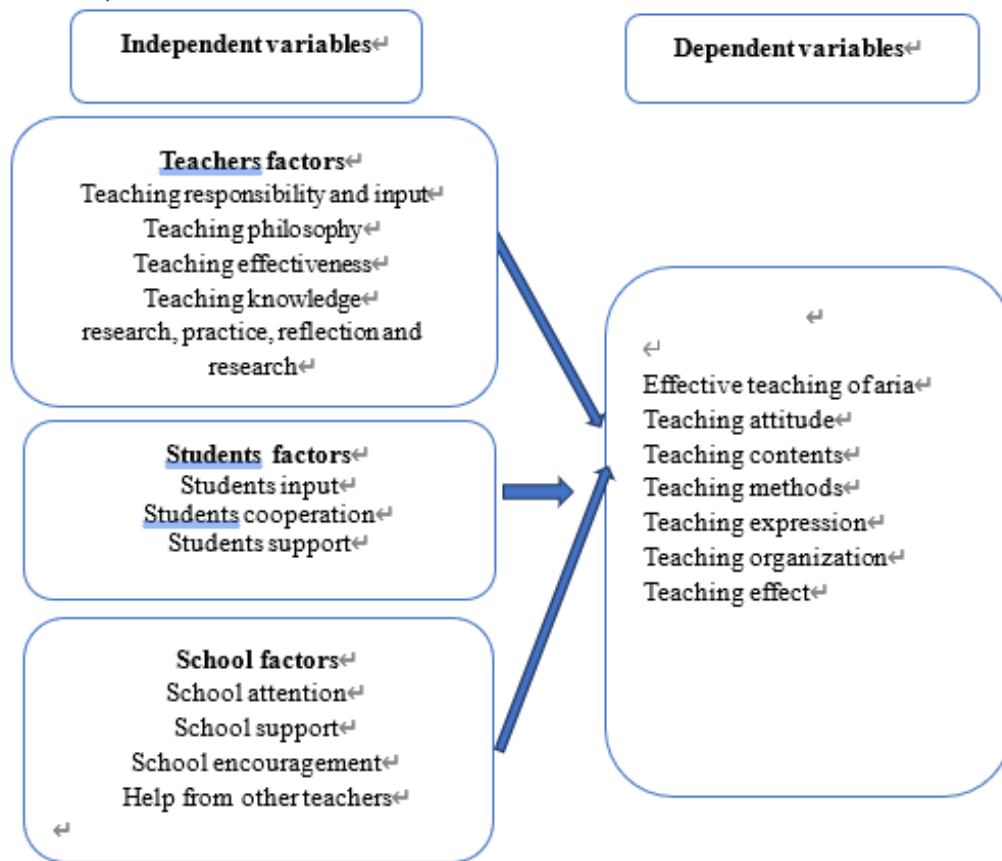
Figure 1: Research Conceptual Framework

Source: Researcher developed from various sources of information

5.   RESEARCH METHODOLOGY

This research adopts mixed research methods: qualitative research, mainly through interdisciplinary research and semi-structured interviews; quantitative research, mainly through the implementation of survey. The quantitative research of this research is carried out in the form of questionnaire, which is based on the questionnaire on effective classroom teaching of university teachers compiled by Yao (2004). Based on the research topic of aria teaching, the questionnaire of effective teaching of aria is compiled. The questionnaire is divided into teacher's version and student's version. The two types of questionnaires have the same components and are composed of four parts (Le Thi Ngoc & Hieu, 2021).

Part One: the demographic characteristics of the sample

This part includes 5 concerning topics.

Part Two: the status quo of effective teaching of aria

This part includes six indicators, namely teaching attitude, teaching content, teaching methods, teaching expression, teaching organization and teaching effect.

Among them, teaching attitude is a separate indicator without sub indicators, and the others involve 23 sub indicators.

Part Three: factors influencing the effectiveness of aria teaching process

There are 12 topics in 3 categories. It includes three dimensions: teacher factors, student factors and school factors. Similarly, adjustments and changes may be made in subsequent studies. The current research design is as follows: a) There are five sub items of teacher factors: teaching responsibility and input, teaching philosophy, teaching efficiency, teachers' teaching knowledge, learning, practice, reflection and teaching research. b) There are three sub items of student factors: student engagement, student cooperation and student support. c) There are four sub items of school factors: school attention, school support, school encouragement and encouragement, support and help from other teachers.

Part Four: the evaluation and improvement of aria teaching

This part is presented in the form of open questions, including the evaluation of the current aria teaching and the opinions on the improvement of current practice.

6. RESUTLS

460 questionnaires from students and 136 from teachers were collected in earlier stage. After screening, the study confirms 450 valid student samples and 130 valid teacher samples to be used for data analysis.

The reliability and the validity of the questionnaire have been tested. Table 1 and

Table 2 shows the reliability and validity statistics, with the Cronbach's Alpha value > 0.8, and with KMO measure of 0.893, which means, we have a high level of reliability and validity.

Table 1 Reliability Statistics-Cronbach's Alpha

Cronbach's Alpha	N of Items
852	38

Table 2 Validity Statistics- KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.893
Bartlett's Test of Sphericity	Approx. Chi-Square	4274.010
	df	741
	Sig.	.000

6.1 Descriptive Analysis Results

This research firstly looks into the descriptive statistics of each dimension of effective teaching of aria. Table 3 provides the complete mean scores of all the question items, which gives clear and specific information about what may

be the vital parts that need to be improved in order to improve the overall level of effective teaching of aria.

Table 3 Descriptive Statistics of the Six Dimensions of Effective Teaching of Aria

Dimensions	N	Min	Max	Mean	SD	Variance
Teaching Attitude	450	1	5	4.13	1.041	1.083
Teaching Content	450	3.00	5.00	4.18	.460	.212
Teaching Methods	450	2.50	5.00	4.11	.509	.260
Teaching organization	450	2.33	5.00	4.14	.656	.430
Teaching Effect	450	2.17	5.00	4.00	.526	.277
Teaching Expression	450	1.50	5.00	4.16	.859	.739
N	450					

The descriptive statics in the table above reveal that the current situation of effective teaching of aria is generally good, which is mainly reflected in the teaching contents (M = 4.18) and teaching expression (M = 4.16), and the students' satisfaction is high. In contrast, the average score is lower on the teaching effect (m=4.00) and the teaching method (m=4.11). In order to have a more specific understanding of the results, this research looks into each of the question items under the six dimensions.

Table 4 Descriptive Statistics of Survey Question Items

Question items	N	Min	Max	Mean	SD	Variance
1. Energetic, dedicated, and passionate	450	1	5	4.13	1.041	1.083
2. The teaching content combines the theory of aria with the relevant experience of the teacher	450	1	5	4.30	1.022	1.044
3. Classroom teaching links and activities are closely linked to teaching objectives and teaching content	450	1	5	4.25	1.024	1.049
4. The teaching method is flexible and can be adjusted according to the change of the specific content of the subject	450	1	5	4.25	1.094	1.197
5. It allows me to apply what I have learned and improve my performance	450	1	5	4.11	1.075	1.156
6. Teaching content that suits my needs	450	1	5	4.17	1.126	1.267
7. Highlight the key points and clarify the difficult points	450	1	5	4.18	1.037	1.075
8. Instructive to me	450	1	5	4.23	.999	.999
9. Really guided my approach to singing and acting	450	1	5	4.09	1.164	1.355
10. I participated in professional interaction with teachers and classmates	450	1	5	3.89	1.312	1.720
11. Classroom teaching time is used efficiently	450	1	5	4.19	1.032	1.066
12. The professional information of teaching is large and difficult	450	1	5	3.98	1.223	1.496
13. When teaching, teachers face the whole, take into account differences, and teach students in accordance with their aptitude	450	1	5	4.08	1.240	1.537
14. The teaching content is in line with the cutting-edge and professionalism of Aria	450	1	5	4.23	1.136	1.291
15. There are basic blackboard writing and courseware for theoretical teaching, and the expression is clear	450	1	5	4.19	1.161	1.347
16. Made me master the aria learning method, so I can teach myself later	450	1	5	3.80	1.385	1.919
17. Classroom teaching sessions and activities are arranged in a compact manner	450	1	5	4.00	1.237	1.530
18. There is a correlation between the teaching of the before and after courses, from easy to difficult	450	1	5	4.13	1.041	1.083
19. Teachers use a variety of teaching methods in classroom teaching	450	1	5	4.07	1.094	1.196
20. I understand and master the teaching content	450	1	5	4.01	1.193	1.423
21. Classroom teaching makes me more interested in aria learning	450	1	5	4.11	1.190	1.417
22. Classroom teaching links and activity arrangements are attractive	450	1	5	4.15	1.163	1.352
23. Allow me to improve my abilities and learn to perform creatively	450	1	5	3.91	1.231	1.516
24. The teacher's verbal and non- verbal expressions are clear, vivid and vivid	450	1	5	4.13	1.194	1.427
25. On the whole, the classroom teaching of aria is effective	450	1	5	4.08	1.201	1.443

From the descriptive statistics of all the question items in the table above, some conclusions can be summarized as follows:

1) The "teaching relevance" of the dimension "teaching content" has the highest score, with an average value of 4.30, indicating that the relevance of aria teaching is highly recognized by students. In classroom teaching, the teaching content combines the theory of aria with the relevant experience of teachers stand up.

2) There are four items with scores below 4.00, showing that students are less satisfied with these aspects:

Item 10: "I participated in the professional interaction with teachers and classmates" (teaching method). The average value of this item is 3.89, which displays that in terms of teaching methods, it is necessary to improve students' participation, interaction and cooperation.

Item 12: " The professional information of teaching is large and difficult " (teaching content). The average score of this item is 3.98, which shows that even though the overall average score of the teaching content dimension is relatively high, there is still room for improvement in terms of information volume, difficulty and depth.

Item 16: " Made me master the aria learning method, so I can teach myself later " (teaching effect). The average score of this item is 3.80, which means that after learning aria, students cannot fully grasp the learning method of aria, nor can they complete deep-seated study of aria through self-study.

Item 23: " Allow me to improve my abilities and learn to perform creatively" (teaching effect). The average value of this item is 3.91, which indicates that after learning aria, the improvement of students' ability is relatively limited, and they cannot innovate well after learning.

6.2   **Hypothesis tests**

In order to test the relationship between different influencing factors and each of the six dimensions of the effective teaching of aria, this research conducted a range of hypothesis tests. The hypothesis and results are listed as follows:

Dimension 1: Teaching attitude

Table 5 Correlation Analysis between Influencing Factors and Teaching Attitude

Model	Beta	t	Sig.	Relevance			Collinearity	
				Zero-order	Partial	Part	Tolerance	VIF
(Constant)		5.093	.000					
2. Students input	-.190	-2.185	.031	-.137	-.184	-.177	.865	1.155
8. Teaching effecacy (self-achievement, self- evaluation)	-.171	-2.021	.045	-.162	-.171	-.163	.910	1.098

The above table shows that the" student input" and "teaching efficacy" has a significant relationship with teaching attitude at the significant level of 0.05, which reveals that student input and teaching efficacy may significantly influence the dimension of teaching attitude of effective aria teaching.

Dimension 2: Teaching contents

Table 6 Correlation Analysis between Influencing Factors and Teaching Contents

Model	Beta	t	Sig.	Relevance			Collinearity	
				Zero- order	Partial	Part	Tolerance	VIF
(Constant)		9.226	000					
1. Teaching philosophy	-.180	-2.089	039	-.160	-.176	-.172	.916	1.092

The above table shows that the "teaching philosophy" has a significant relationship with teaching attitude at the significant level of 0.05(sig= 0.039), which reveals that teaching philosophy of the teacher may significantly influence the teaching content of the aria teaching.

Dimension 3: Teaching methods

Table 7 Correlation Analysis between Influencing Factors and Teaching Methods

Model	Beta	t	Sig.	Relevance			Collinearity	
				Zero- order	Partial	Part	Tolerance	VIF
(Constant)		10.483	000					
4. Teaching knowledge	-.159	-1.875	043	-.144	-.159	-.152	.919	1.088
7. School encouragement	-.188	-2.233	027	-.167	-.188	-.182	.931	1.074

The results of the hypothesis tests show that the "teaching knowledge" and "school encouragement" may significantly affect the teaching methods of aria teaching at the significant level of 0.05.

Dimension 4: Teaching organization

The hypothesis tests show that there are no factors that can significantly affect the teaching organization of aria teaching at the significant level of 0.05

Dimension 5: Teaching effect

Table 8 Correlation Analysis between Various Influencing Factors and Teaching Effect

Model	Beta	t	Sig.	Relevance			Collinearity	
				Zero- order	Partial	Part	Tolerance	VIF
(Constant)	-.084	7.260	.000	-.050	-.081	-.078	.865	1.155
2. Students input		-.946	.036					

The above table shows that the "student input" has a significant relationship with teaching effect at the significant level of 0.05(sig= 0.036), which reveals that student input may significantly influence the teaching effect of the aria teaching.

Dimension 6: Teaching expression

The hypothesis tests show that there are no factors that can significantly affect the teaching expression of aria teaching at the significant level of 0.05

Summary of results

According to the above data analysis results, this research draws upon some preliminary findings, which can be summarized as follows:

1. In terms of teachers, students, and schools, there are factors that are significantly related to the effective teaching of aria.
2. There are many teacher factors that are significantly related to aria teaching.
3. Different types of factors will specifically affect different dimensions of effective aria teaching, and the specific results are reported as follows.
   From the specific hypothesis tests, it can be concluded that:

1) Teacher factors that significantly affect the degree of effective teaching
a) Teachers' effectiveness significantly affects the teaching attitude of effective aria teaching.
b) Teachers' philosophy significantly affects the teaching content of effective aria teaching.
c) Teachers' knowledge level significantly affects the teaching method of effective aria teaching.
2) Student factors that significantly affect the degree of effective teaching
a) Students' input significantly affects the teaching attitude and teaching effect of effective teaching.
3) School factors that significantly affect the degree of effective teaching
a) School encouragement to explore flexible curriculum formats significantly affects the pedagogical dimension of effective teaching.

7.   KNOWLEDGE FROM RESEARCH

Combining both the quantitative and qualitative results, this research concludes the influential path of effective aria teaching. As shown in Figure 2, from the p e r s p e c t i v e
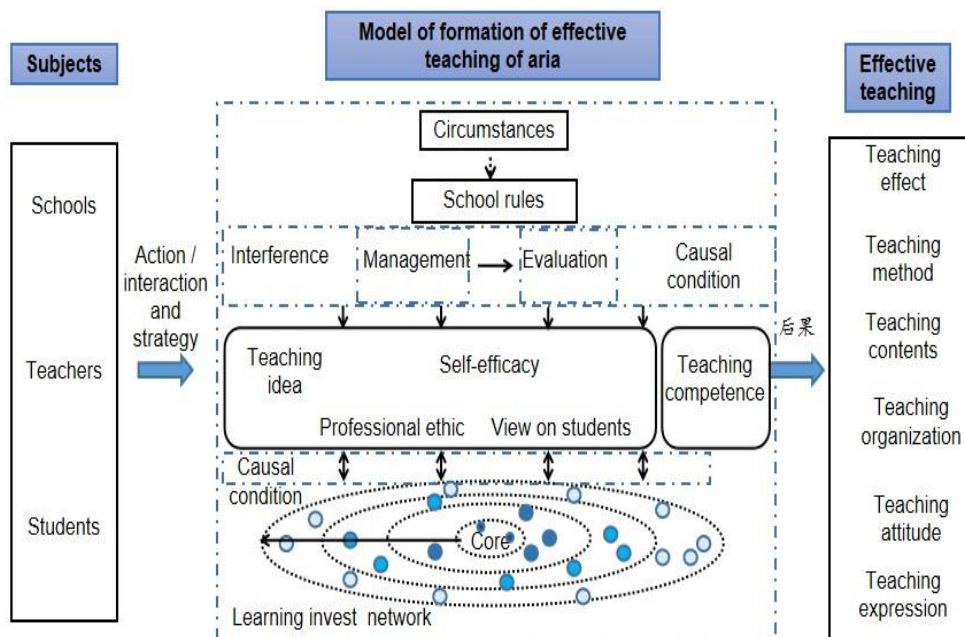
Figure 2: Influential mechanism of effective teaching of aria

of the dynamic process of the formation of effective teaching of aria, based on the connotation of the relationship between primary and secondary categories according to the mixed research results (see Table 9), considering 5 main aspects, the causal conditions, context, intervening conditions, action / interaction, including strategies, and consequences, this paper connects the primary and secondary categories into a story line to describe the factors that affect the effective teaching

of aria and the mechanism between them.

Table 9 Subjects and Relationships in the Formation of Effective Teaching of Aria

Subject	Main category	Sub- category	Relationship connotation
Teacher	Values	Teaching philosophy	Teachers' teaching philosophy reflects teachers' teaching attitude, and has an impact on teachers' values. Teachers with instrumental rational teaching view only regard teaching as a tool for making a living, while teachers with value rational teaching view love education from the bottom of their hearts.
		Self-efficacy	Teachers' self-efficacy refers to the recognition of teachers' achievement through the process and results of classroom teaching, which reacts on teachers' teaching ideas and values, and directly affects teachers' outlook on students and future education performance.
		Views on Students	Teachers' view of students is the way by which teachers treat students. It is mainly influenced by teachers' teaching ideas, and will directly affect the relationship between teachers and students in aria classroom teaching.
		Professional ethics	Professional ethics is often constrained by external codes of conduct or norms, and ultimately internalized into teachers' teaching philosophy and values.
	Teachin g ability	Teaching ability	There are a lot of factors, such as the understanding of the concept of teaching, the teaching method, the teaching effect and etc. Generally speaking, the influence of teachers' teaching ability on curriculum quality is decisive, which is influenced by the school management mode.
School	Manage ment style	Teaching encouragement	Based on different disciplines, majors and even courses, the school gives the teachers the freedom to explore teaching methods flexibly, and evaluates, feeds back and rewards teachers according to their teaching performance. The school's teaching encouragement directly affects teachers' classroom autonomy, classroom atmosphere and teaching effect.
		Teacher management	Teacher management in schools generally refers to teachers' teaching training and admittance and withdrawal, which jointly affect teachers' teaching ability.
	Evaluati on method	Teaching evaluation	Teaching evaluation includes teaching evaluation methods, students' evaluation on teaching, etc. There are many problems in the teaching evaluation of aria, such as the single way of teaching evaluation, the difficulty in
			quantifying the teaching contribution, and a mere formality of students' evaluation, which affect the teaching effect.
		Scientific research evaluation	The current main measures of teacher evaluation are scientific research oriented. Facing the contradiction between scientific research and teaching, teachers act on teachers' actions. Attaching importance to scientific research and neglecting teaching has a negative impact on teachers' classroom teaching.
Student	Learnin g engageme nt	Course preparation	Students' learning preparation and emotional preparation before class are the premise for students to enter into the classroom.
		Teacher- student interaction	The initiative, enthusiasm and effectiveness of students' participation in teacher-student interaction directly affect the teaching effect and quality of aria course.
		Innovative learning	It is very important for students' professional growth whether they can draw inferences from one example, apply theory to self-practice, or transform curriculum knowledge into future innovative learning.
Sociology	Social circumsta nces	Profit seeking	Social circumstances is an important support for school organizations, teachers and students. The utilitarian atmosphere in the society affects the government's management of schools, which leads to different degrees of utilitarian behaviors of teachers and students, which indirectly affects the effectiveness of classroom teaching.

The research finds that the formation of the effectiveness of aria teaching in universities in Z country is actually the result of the game among universities, teachers, students and specific circumstances (such as social circumstances and school rules). The external social circumstances, university internal rules (such as management and evaluation methods), teachers' values and teaching ability, and students' learning investment play an important role in the formation of effective teaching of aria. Among them, teachers' teaching philosophy, self-efficacy and students' learning investment have the most direct impact on the effective teaching effect of aria. These elements are intertwined with each other and with complex relations. The influential path of effective

teaching of aria basically follows the logic of "social circumstances – school rules –

teachers' values – self-efficacy / teaching ability – student engagement", which is also a "macro-meso-micro" influential path, as shown in Figure 3.

Figure 3 The Influential Path of the Formation of Effective Teaching of Aria

8.   SUGGESTIONS

According to the mixed research results and the path analysis of the deep influential mechanism model of aria effective teaching above, this research provides some suggestions in order to solve the quality problems in effective aria teaching.

8.1   **Teaching management of the school: Scientific management, forming the school spirit of emphasizing education.** In the 1980s, the study of governance theory rose in the West. With the rise and development of governance theory, university governance entered into the research field. Governance means to control, guide and manipulate (Liu, 2017). Yu (2000) suggests it is a process of continuous interaction based on coordinating multiple stakeholders. Colleges and universities should return to the characteristics of education management and avoid blind learning from the experience of enterprise management. Sui (2014) puts forward it has been considered that "good governance" is an ideal way of governance, which can not only pursue the efficiency of management, but also realize the means of democratization, so as to achieve the common goals of organizations and individuals to the greatest extent. From this concept, to adjust

the imbalance which doesn't focus on teaching, schools need to make changes in teaching governance. First of all, change the single way of teaching management and evaluation. The evaluation of colleges and universities by the society, especially the government, is mainly based on the scientific research performance which can bring prestige to the university. The importance of teaching is ignored. School teaching management needs to change the goal-oriented and result-oriented organizational culture and atmosphere under the benefit-driven leadership of performance evaluation. It is suggested changing the single way of evaluation, adopt more effective evaluation methods such as peer evaluation, except for the evaluation from the students and supervisors, and enhance the feedback link in teaching evaluation.

8.2   **Teachers' teaching: regain self-efficacy and teaching ability with value rationality.** Value rationality, opposite to instrumental rationality, means that teachers put themselves into classroom teaching based on their love for education, and gain self- efficacy and ambition in aria teaching. Comenius believed that the art of teaching could ensure the effect of teaching, make teachers and students get a happy emotional experience, and ultimately promote the overall development of students (Tang, 2019, p.188). According to the results of the survey, the teaching art of aria teachers needs to be improved in the following aspects: Firstly, correct the teaching concept and form teaching wisdom. Li (1999) thinks Classroom teaching is a process in which teachers and students participate together actively and creatively achieve teaching objectives. The interaction between teachers and students creates equal, active and responsive classrooms. Secondly, cultivate teachers' and students' emotion. Emotion can arouse students' resonance, which is of great value to aria teaching. Some studies have pointed out that teachers' performance can effectively control emotions and can fully mobilize students' enthusiasm and initiative in learning. Thirdly, flexible teaching practice should be carried out to improve the teaching creativity of aria. John Dewey (1981), an American educationalist, proposed that the art of teaching was to stimulate students' thoughts and give them some inspirational footholds. Teachers of aria course need to be guided by innovative thinking, recreate the teaching content, process and teaching method, and find new methods to improve teaching effectiveness by combining   self-

development experience and aria performance experience.

8.3   **Students' learning engagement: Stimulate learning motivation and participate in classroom interaction independently.** Learning engagement is a necessary guarantee of learning quality. In 1984, Astin puts forward the theory of learning engagement. Newman (1992) further studied learning engagement from the perspective of psychology. He believed that engagement was the psychological investment and effort to master knowledge, skills or technology. Learning engagement is a unique engagement behavior of students in learning, including

behavioral engagement, emotional engagement and cognitive engagement (Zhang, 2012). Learning engagement is an important indicator to reflect students' learning status. For Chinese universities, learning input is also an indispensable part of the quality management system of higher education (Shi, 2016).

On the one hand, stimulate the intrinsic learning motivation. Huang (1997) research motivation is the psychological tendency that causes and maintains a person's behavior and makes it toward a certain goal, which will stimulate, direct, maintain and regulate individual's behavior. Intrinsic motivation mainly comes from the task itself, lying in the positive response to the task or the enjoyment of the task itself, which is shown as interest, participation, curiosity and contentment. High intrinsic motivation will also make students more willing to take risks and solve problems more actively and creatively. Extrinsic motivation mainly comes from factors outside the task, such as grade point. Students with strong extrinsic motivation tend to complete the task in a short, moderate and fast way, so as to achieve the goal and obtain rewards. On the other hand, construct the relationship between teachers and students through dialogues to achieve a breakthrough in classroom interaction. "Teacher- centered" or "student-centered". The inter-subjective relationship can help to break the opposition between teachers and students in the teaching field of aria, eliminate the concept of personal selfish desire and take interest as core, and truly realize the "commonality" emphasized by inter subjectivity. (Wu, 2010). Therefore, according to Liu (2001), dialogue is the direct medium of communication between teachers and students in aria teaching. Equality, communication and cooperation are the basis of classroom dialogue teaching.

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