

students no longer have enough energy to spend time on this resource. And the knowledge we need in our life does not only come from textbooks. Therefore, teachers can reduce the use of textbooks and pay more attention to what students are interested in and what they are more interested in other than textbooks, and plan the teaching content taking these points into account. Of course, the teaching process should not follow the changes of students' ideas, because we still need to get from the textbook some basic knowledge and fixed knowledge. The textbook knowledge is also obtained by the writers from the summaries of life.

Due to the globalization processes and the issue of lifelong learning standard textbooks can't satisfy students' needs to the full extent. Dogme approach can contribute to keeping students' motivation and engagement in foreign language learning, provides flexibility in teaching process. But this approach requires language instructors being proficient and skillful in foreign language teaching methodology.

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## **THEORETICAL ANALYSIS OF THE APPLICATION OF TAUBMAN'S APPROACH IN PIANO TEACHING**

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The core objective of this analysis is to present a theoretical perspective on how the application of Taubman's approach in piano teaching can be effectively achieved. The paper presents diverse theories that provides the foundation and the support for application of Taubman piano teaching approach and its effectiveness. In order to achieve this theoretical reflection, broad themes are explored as a way of providing understanding and contributing to the overall knowledge concerning Taubman's piano teaching approaches and how the approach can be executed.

**Key words:** piano teaching; Taubman's approach; Fitts' model; practical skills.

Dorothy Taubman developed her approach with the aim of maximising biomechanical advantage in piano playing. The Taubman approach has been reported to help many pianists overcome technical limitations and improve elements of expressive playing such as phrase shaping and tone production (Milanovic, 2012), while also reducing the risk of playing-related injuries through more efficient movement (Del Pico-Taylor and Tammam, 2005; Milanovic, 2012; Perlmutter, 2010; Smith, 2012). Further scholarly investigation of the Taubman techniques is needed to reveal how the Taubman approach can be applied to professional piano training.

In order to acquire a practical skill, it is important to go through all the three phases of skills acquisition process. These phases constitute of cognitive phase, associative phase as well as the autonomous phase. On teaching piano using the Taubman`s technique, the three phases are important mainly because they provide the conceptual knowledge on the trajectory of learning that can be effectively employed while utilizing Taubman`s technical implementation process [1, p. 139]. For instance, Fitts` model is not only continuous but also gradual and does not display cases of abrupt shifts from a single place to the other. In this respect, it does blend effectively with the learning and teaching process that is proclaimed in the Taubman`s piano teaching process. This involves executing the desired practices during the different phases of the Fitts` process in order to achieve the recommended outcomes in learning how to play the piano. However, when the various initiatives and activities which are recommended for the three phases are not followed properly the outcomes are likely to be counterproductive. In the process, to apply Taubman`s piano teaching techniques in the Fitts` model, the cognitive phase has to be executed appropriately [5, p. 9].

This would involve adhering to absolute precision and maintaining a distinctive level of consistency. The need to remain precise while practicing and teaching to play piano as well as cultivating consistency in the teaching and learning is to give room for the new motor-learning pathways to establish themselves. This approach tends to work in ensuring that the individual teaching Taubman`s technique of piano playing enables learners to gain significantly a lot in their learning process [6, p. 9].

The reason is because, the cognitive phase does put a lot of emphasis on rapid learning which is facilitated by significantly involving conscious cognitive process.

Involving aspects like verbal instructions enables the learners to better integrate the skills that they are being taught and they are also capable of putting them into practice by making deliberate attempt to play the piano by following the verbal instructions that they have been given. In the process, the learners are likely to feel less automatic and more potentials to manage the practice that they are engaging in. In order to have a desirable outcome while utilizing Fitts` model at the cognitive phase one needs to engage in conscious analysis, conduct proper planning as well as execute experiments on the Taubman`s techniques. These approaches are important since the enable one to develop the right technical knowledge as well as the desired skills that would enable the learners to better master the piano playing skills that reduces possibilities of injuries that are related to piano playing. Others like shaping, fingerings, walking hand as well as arms also known as (WHA) and lastly pedaling are important in enabling the learners to establish the kind of note that they are supposed to hold and those that they should release. Putting these aspects into perspective are fundamental for teaching Taubman`s piano playing techniques because they increase the potentials of the learners to master the content of the lessons they are learning. On the same note they also ensure efficiency and effectiveness in the outcomes of the teaching and the learning process.

Let us analyze the assosiative phase. The cognitive phase of Fitts` model offers an individual who is learning to play piano or a teacher who is teaching piano playing using the Taubman`s technique an opportunity to teach his or her students to learn the basic cues and the movements. Once these have been learnt effectively, the next stage would be the motor learning process focuses on decreasing the rates of error and improving the precision of performance. In this respect, the perspective is also lauded by Boud who highlights that the associative phase is concerned with the development of the executions from one session to the other in a way that would be considered consistent [2, p. 22]. This is supposed to lead the learner to achieve a higher levels of autonomy. In other words, the teacher who is teaching how to play piano using the Taubman`s technique should enable the learner to attain a distinctive levels of autonomy which is commonly referred to as automaticity. The reason is because by the time the learner is trained to master automaticity he or she does not need to constantly pay huge attention on the conscious control. In the process the learner can perform the piano play in a way that is concurrent with other actions. This has the potentials of taking place minus causing any problems with the attentional interference.

However, to achieve this effectiveness Clementi illustrates that the individual teaching piano playing using Taubman's approach ought to ensure that the learners are engaged in a consistent revision of the new motor patterns. This should be done over a period of several months in order to achieve the Taubman's interventions effectively. The outcomes of such repetitiveness in the implementation would be capacity to attain automaticity which in return would work to perfect the capacity of the individual learner to adapt and develop the right piano playing skills that cannot result to injuries. However, pursuing this approach while teaching learners is a demanding undertaking. In this regards the learners need to have a significantly high levels of self-efficacy in order to consistently and continuously endure the demanding nature of the learning process. Reason being minus the committed desired of the learners to continuously pursue the learning process and commit themselves to the tedious nature of the skills perfections, it is very hard to attain the best practices of piano playing as illustrated by Taubman. That implies, the associative stage is one that level in the Fitts' model where the teacher can seek to cultivate the self-efficacy aspect in his or her learners. It is also important that the learners develop this quality at this stage in order to continue the pursuit of leaning the techniques as well as the skills of playing piano in an effective way as illustrated by Taubman. Hence one can the attain the competence needed for performing piano playing.

The next point of our research is achieving automaticity. Fitts' model presents that by the time a learner reaches the autonomous phase, he or she has developed the necessary skills of executing the performance style that is distinctive. It is in this light that demonstrates that the autonomous phase is characterized by demonstration of success in how one is performing the Taubman-based interventions. This tend to occur minus actively engaging the conscious thoughts. In this case an individual piano player is able to play the instrument and produce the sounds as well as the musical outcomes without necessarily paying critical attention on what he or she is doing. Boardman highlights that Fitts' approach makes sound production using Taubman's techniques significantly achievable. That is because sound production has been characteristically considered to take significantly long to achieve. This has been seen to be because of in order to produce desired sounds there is need for learning as well as implementation of multiple elements which are independent in nature in a way that is simultaneous to each other. This requirement therefore makes it distinctively complex to achieve as it is not only demanding but it requires a huge deal of effort to be put in order to master.

Attaining the capacity to demonstrate Taubman's approach in teaching and playing piano also encompasses other elements that are often overlooked by researchers and practitioners in the field. This includes the need to establish and sustain precision as well as consistency of implementing the skills learned. Attaining perfection in playing and teaching piano does not end with learning Taubman's approach [3, p. 12]. Instead, the need to cultivate the precision required while playing piano as well as the consistency needed to implement the skills learnt is paramount to the overall learning process. In this way, it is therefore considered as important that teachers should teach their students the essence of interdependence that exists in the multiple Taubman technical elements. This is necessary as it enables the learners to go past the preliminary aspects of learning what it means to master Taubman's techniques in playing piano. Apart from that A. Benitezsantiago and R. Miltenberger also argue that, playing piano is a skill that cannot be learnt in isolation to cognitive demands [4, p. 12]. That is why Fitts in his model gave the cognitive phase a significant attention because he appreciates the crucial role that cognitive demands play in enabling one to cultivate their piano playing skills.

S. Jeffrey also adds that while teaching learners to play piano while utilizing the Taubman's technique it is important that the teacher incorporates an evaluation criterion that will help the learners understand areas that they need to make improvements in as well as those that they are perfectly excelling in [5, p. 77]. In this regards, he supports the idea of utilizing multiple use of video as tool for evaluation in the practice of teaching learners how to play piano through the Taubman's technique. The videos help to develop the desired reflection on the learners and it also enables them identify areas that they are supposed to make improvements in as well as those that they should continue sustaining their current efforts as far as learning and practice is concerned. Lastly, it is important to understand and

appreciate the role that technical preoccupation on musical outcome has in the learning process. This is critical since it cultivates in the learners the right attitude towards the learning process. L. Aiping and P. Tianxiao also demonstrate that it enables the learners to take the learning process as a way of improving themselves and enhancing their skills and not sought of a punishment that they are being subjected to by their teacher [4, p. 18].

In this respect, the illustration that Fitts' model offers in demonstrating how to effect the teaching process by utilizing Taubman's technique is not only impactful but also one that is effective. The fact that it put into considerations the desires of the learners as well as the aims and goals of the teacher makes it a model that encourages collaboration between the learners and the instructors in order to achieve an overall outcome that benefits both parties. In this way, it makes achieving the needed outcomes in teaching piano playing a possible undertaking as compared to most approaches.

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## **ISSUES OF PROFESSIONALLY-ORIENTED ENGLISH LANGUAGE TEACHING IN CHINESE UNIVERSITIES**

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Due to the increasing interaction between the world's economies and trade, more and more exchanges between countries are taking place, and more and more all-rounders, i.e. people with a solid profession and a high level of English, are being welcomed, but the students who are now being trained in schools do not meet the requirements of society. Nowadays, setting up professional-oriented English teaching mode and conducting professional-oriented English teaching is a redesign of professional English education, that can make the English language skill of graduates better meets the needs of society and enterprises, and strengthen professional communication and innovation ability.

**Keywords:** professionally oriented; foreign language teaching; well-rounded people; teaching design; optimization.

English teaching in many higher education systems in China is currently generalist English, both in content and form, which can help university students face English level exams but cannot meet the needs of later independent professional study, research and career development. At present, foreign language education is facing a shift from general English education to a level of English education integrated with the profession.

I. The current situation of professional English education and the problems that exist. Although professionally oriented English courses have been introduced in many universities in China, there are