

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

still many problems in terms of practical effects. First of all, schools and students do not attach much importance to professional English because of the traditional teaching methods which are based on the fundamental aim of taking examinations. [1, p. 4] English for Professional Purposes is different from English for General Studies and Professional Studies, and students are still at a stage where the focus is on general English education and professional development. This has led to the fact that most schools still do not have a syllabus for the teaching of professional English in their management; thus there are no uniform quantitative and qualitative standards; and there is no uniform inspection and supervision.

Secondly, most schools currently do not have appropriate teaching materials for professional English, and what is currently used, are mostly relevant original professional articles, magazines or scientific journals of a scientific nature, most of which are professional basics and lack of practical content, and also make the teaching not proceed from shallow to deep, affecting the development of students' communication skills, disguising the learning of professional English as nothing more than English with professional basics. The lack of practical content also makes the teaching work not carried out in a superficial manner, affecting the development of students' communication skills and disguising the learning of professional English as nothing more than a "Chinese-English" comparison of English and professional foundations, making students lose interest in learning. [2, p. 33] At the same time, the current shortage of teachers is a problem that cannot be ignored. It is common for schools to divide English teachers into two sections, general English teachers and specialist English teachers, in which the general teachers have a relatively high level of English, but generally lack of professional knowledge and lack of thorough understanding of specialist issues.

The English standard of professional teachers is even more worrying, as the pressure of research and teaching of professional courses in their own specialities is already extremely heavy, so they put much less effort into their professional English courses, and generally do not pay attention to the style of the texts they choose to teach, the conventional format of scientific literature, the common structures and wording, and the differences between scientific English and ordinary English, but this is precisely what students need to understand and learn. This is precisely what students need to know and learn. Therefore, only a thorough mastery of professional English and its expressions will enable students to catch up with the international level of scientific dynamics in their field and thus help them in their future scientific and research work. [1, p. 4]

II. The significance of the reform of professional English education. With the accelerating trend of economic globalization and global integration, especially under China's accession to the WTO and General Secretary Xi Jinping's Belt and Road initiative, more and more technologies are introduced to China and foreign technological exchanges are becoming more and more frequent, which all bring unprecedented challenges to China's economy and development. More and more university students will enter the international market after graduation to participate in the competition. With the global talent market being constantly updated, it has become an urgent issue to improve the comprehensive quality of university students, and professional English ability is one of the most important. [3, p. 73] In order to meet the needs of the 21st century, the author believes that the following aspects should be done.

III. Exploration of English teaching under professional orientation

In university English education, general English education and professional English education are a unified whole. On the basis of general English education, i.e. cultivating the ability to communicate in daily life and in society in general, the exploration and outreach of professional knowledge through professional English education should be carried out in the following points.

1. Establish a sound "professional English curriculum".

A professional English course should have both breadth and depth. By breadth, I mean that the content should cover not only the natural sciences but also the humanities, so that it can broaden the amount of reading and information in science and technology and professional fields while improving students' basic English. Depth means that the texts should be readable and academic, so that students' English is progressively and smoothly transformed from a basic level to an applied professional level.

2. Create a good "professionally oriented English teaching environment".

The school should support the development of professionally oriented English teaching in its policies and clarify its main role. All students and teachers should pay attention to the development of professionally oriented English courses and emphasise its place in the curriculum. [4, p. 188] Also the adoption of modern teaching tools, such as computers, projections and other internet devices, can make the content of professional English more vivid and concrete. At the same time, some relevant specialized websites can be introduced to academics to update some of the obsolete contents in the textbooks and expand students' professional knowledge with the help of the information available on the Internet.

3. Increase teacher input.

Professional English courses, which require teachers to have not only a good level of English but also solid professional competence, should be taught, and the task should be undertaken by a special foreign language teaching and research department in order to better link general English with professional English, and to facilitate teaching and research activities, such as discussing the syllabus, compiling teaching materials, conducting teaching seminars and developing assessment preparation. Schools should set clear goals and requirements for full-time teachers, while increasing financial investment and providing policy support.

4. Improve the delivery and evaluation mechanism of English teaching under professional orientation.

The traditional ability to read and write by listening is an important but not the only task of professionally oriented English teaching. With globalisation, there will be more and more opportunities to interact with foreign colleagues in technical and other fields. The current classroom teaching of professional English uses a traditional lecture-based model in which students are in a passive position. It is possible to change the written language training to oral skills training and to exercise students' expression and thinking skills. The traditional assessment mechanism could also be changed, for example, by creating a study report in English, which would fully exercise the students' application skills. [4, p. 186].

In summary, professionally oriented English teaching in the new era has to be designed in accordance with the actual situation and in line with the development of the flow of time. Professionally oriented English education, as an extension of basic English education, [1, p. 5] is a necessary step in the development of applied and research-oriented talents.

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DESIGNING ENGLISH TEACHING PEDAGOGICAL CONDITIONS IN RURAL PRIMARY SCHOOLS

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