

ORFF MUSIC TEACHING METHOD AND THE IMPLEMENTATION OF RHYTHM ACTIVITIES FOR KINDERGARTEN MUSIC TEACHERS

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Received: June 3, 2024; **Revised:** July 8, 2024; **Accepted:** October 7, 2024

Abstract

Kindergarten music education refers to a way of education to cultivate children's musical literacy, aesthetic ability and musical expression through music activities and teaching in kindergarten. It mainly through singing, dancing, musical instrument performance and other forms, let children contact, perceive and experience music, cultivate their interest in music, improve their musical sensitivity and creativity, and promote their physical and mental development. Carefully study Orff's music education thought and system, we will get many beneficial enlightenments. Starting from the origin and essence of music generation, that is, "resort to sensibility, return to humanity", this is the basic concept of Orff music education. This is fundamentally different from our original understanding of the nature and purpose of music education. This article presented (1) The role of music in children's aesthetic education; (2) implementation of rhythm activities for kindergarten music teachers; (3) Orff music teaching method in preschool education.

Keywords: Orff; music; teaching method; rhythm activities; kindergarten

Introduction

Kindergarten is an important stage for children to begin to socialize and learn, and music education plays an important role in kindergarten. Music education can not only cultivate children's interest in music, but also promote their physical and mental development. Let's take a look at the benefits of kindergarten music education. Kindergarten music education can cultivate children's listening and language skills. Through music education, children can be exposed to a variety of different sounds and musical elements to enhance their listening level. At the same time, children can also improve their language expression ability and emotional expression ability through activities such as singing and recitation. Kindergarten music education can promote children's emotional and emotional development. Music has a unique way of emotional expression, which can arouse the emotional resonance of children. In music education, children can express their emotions, release their inner pressure, and cultivate positive emotions through songs and dances. Kindergarten music education can also promote children's physical development. In music education, children can not only follow the body with the rhythm of music, but also learn a variety of simple dance movements to improve their coordination ability and flexibility. Through music education, children can better master their own bodies and develop healthy living habits. Kindergarten music education can also cultivate children's sense of teamwork and social skills. In music education, children can sing together and play together with other students to create wonderful music together (Lu, 2022). Through such teamwork, children can learn to listen to and respect others, and develop good interpersonal relationships. Kindergarten music education is of great significance in the growth process of children. It can not only cultivate children's love for music, but also promote their physical and mental development (Ren ,2023). Through music education, children can improve their listening and language skills, promote emotional and emotional development, and develop their physical fitness, as well as develop a sense of teamwork and social skills. Therefore, kindergartens should strengthen music education to provide a better environment for children to grow up.

The Role of Music in Children's Aesthetic Education

Music art has the characteristics of beautiful melody, dynamic rhythm, distinct artistic image and rich appeal. Be good at expressing and stimulating people's emotional world. It allows children to experience music through listening, thinking, singing, doing to experience music, understand music. It also gives young children the sensory enjoyment of beauty (Li, 2017).

The Orff teaching method course as a characteristic teaching: The idea of the Orff music teaching method began in 1924, and the Orff music education system is now more influential in the world. One of the more extensive music education systems. Some characteristics of this teaching method make it very suitable for its application in the field of children's music education:

(1) The children's music education mode introduced in the form of games is in line with children's psychology

Teaching is an extremely difficult task for kindergarten children, because for children aged 3-6 years old. It is difficult to focus for a long time, and their time to listen to the teacher is very limited. At this age stage. Children are naturally lively and active, have a strong curiosity, energetic, very interested in attractive things, but also attention

It's very easy to be attracted to other things. Orff's music teaching method can introduce an interesting model of children's music education. Conform to children's nature, grasp the psychological characteristics of children, let children participate in music activities, let children feel the music brought to their own Fun, so as to stimulate children's interest and initiative in learning, can meet the preschool period of children for their own psychology (Xie, 2022).

(2) Invasive music activities with full participation. The principle of music education practice. The traditional teaching method is to take teachers as the main body, and children passively accept knowledge. Music activities in the kindergarten, in general. It belongs to the collective activity, and Orff music teaching law is a kind of infiltrating music activity with full participation.

The way to raise children is to guide them to learn, not through the teacher. Orff believes that original music is a people must be involved in the music. It is natural, experienced, and suitable for children. Student-led classroom activities are fully respected. Students, give full play to the students' initiative. The Orff teaching method pursues the principle of people-oriented and improvisation, which changes the students' thinking set and leads to children. Classroom activities form, guide children to use their own way of thinking to understand the music works, encourage children to show their own thoughts and individual stimulate children's enthusiasm and interest in learning, encourage children to be bold innovation, guide children to create works, seek new and different. For a long time, the domestic term of 0-6 years old children education is different, this section of education has the characteristics of diversified terms. There have been different boundary division and definitions. In this study, the concept of "kindergarten preschool education" was chosen and defined.

For kindergarten education and childcare for children aged 3-6 (or 7) designed to develop their body and mind. Throughout the history of preschool education, the goal of early childhood education in the 1950s is required to provide the basic needs of young children ensure. Since the 1970s, it has emphasized the harmonious development of all aspects of children and the integration of protection and education. In the 1980s, the curriculum reform was implemented, and the level of preschool education was significantly improved. Early childhood education in modern China began in the Qing Dynasty (Bai, 2016).

Finally, it has a history of more than one hundred years. China's early childhood education in the early 1950s is a relatively formal development. Various attempts; in the early 1960s, after adjustment and rectification, gradually on the right track. The following decade of the "Cultural Revolution" was almost about completely denying the previous useful experience, early childhood education began to become less formal. From the late 1970s to now.

Children's kindergarten education has had a greater development. But in general, compared with preschool education in China and basic education in other periods. In a relatively weak position. At present, after the improvement of the overall social and economic situation, with the improvement of the quality of life.

With the progress of civilization, the country attaches more and more importance to preschool education, and ordinary people pay more attention to early childhood education.¹ Early childhood education and the development of social civilization.

In the early 1950s, when the founding of new China, due to the influence of political and economic factors, all walks of life in China. From the macro strategy is to learn from the Soviet Union experience, including the kindergarten system and education system. At that time, the main characteristics of Soviet kindergartens are as follows: first, the use of systematic and scientific teaching system; second, focus on planning; third, emphasize children have individual differences, focus on the overall development of children; four, proposed children each year. Characteristics of age stage, education requirements are clearly divided according to age, and there are different requirements and standards for education at different age stages. Because the Soviet Union was a country that opened up new roads on the road of socialist reform and construction, in the field of preschool education in kindergartens.

There is indeed a certain amount of experience accumulation, therefore, in this period, the Soviet Union's early childhood education model naturally became a model for China to learn from. China takes "Russia as the teacher" as the guiding ideology, the domestic education front therefore set off a comprehensive learning from the Soviet Union upsurge.¹⁹⁴⁹, In December 2003, the first national education conference was held in Beijing, which determined China's education policy and decided to adopt the Soviet Union. In the late 1950s, under the influence of the social atmosphere of that time, they began to criticize and liquidate the legacy left from China. The term is called "old-style early education" and "bourgeois early education".

At that time, in this background, the study of preschool education in China was forced to terminate its independent exploration. The theory of "living education" of nationalization was completely denied and was in a state of chaotic and blind development. In the 1960s, the world varied. The country's attention to early childhood education is unprecedented, and has entered a period of rapid development. At this time, China's early childhood education has also entered a relatively stable development stage, and is on the right track. Ten years of "Cultural Revolution", early childhood education was also impacted.

Experience is once again completely denied, and China's early childhood education is once again involved in the chaos and stagnation.

In the 1990s, China's early childhood education, which had just opened its door, began to deeply feel the urgency of urgent reform in early childhood education. In 1978, the third Plenary Session of the 11th Central Committee proposed to shift the focus of the Party's work to the socialist modernization drive, and China entered a comprehensive "reform and opening-up" in the new era. Among them, education is an important part of it, and has been promulgated for China's education.

It is an important document, which plays a particularly important role in guiding the reform and development of early childhood education. Thus, since the 1980s, China's early childhood education reform has been under the impact of the world early childhood education wave. In this period, the early childhood education system in Europe and the United States showed a diversified coexistence and numerous achievements in the theoretical field. The situation of clusters. During this period, Europe and the United States paid attention to the humanistic education concept of "perfect children", and a large number of educational theories appeared. The promotion of this series of theories plays an important role in promoting the development and reform of preschool education in China. The school-based society in the West. The emergence of the early childhood education system is far ahead of China nearly a century, the introduction and reference of foreign advanced education system and theory. On input is the inevitable choice of China's education development. On the one hand, we can learn from each other and choose the early childhood education model suitable for China's national conditions. On the one hand, we can learn from the experience of other countries, take its essence, discard its dross, avoid detours, get rid of the phenomenon of blind touch.

Since the 1990s, with the reform and transformation of our country's economic system, there is a considerable part of the public nature Kindergartens, such as: enterprises and institutions and collective kindergartens have been forced to close and reform. During this period, private kindergartens came on stage and developed rapidly, partially replacing the original part of public kindergartens. In this context, social forces have become an important part of the pattern of preschool education. Since kindergarten education is not included in the scope of compulsory education, under the environment of rapid economic

development after China's reform and opening up. The development of kindergartens in the process of some problems in the country, such as the three main types, that is one of the problems: first, it is a public kindergarten with low fees and high quality founded by governments at all levels, but often only recruit cadres. Children, this kind of kindergarten is difficult to sign up for; the second is the high fee luxury private kindergarten, with a variety of "aristocratic" name, The fees are relatively high and suitable for families with comfortable economic conditions; third, private children with low fees and low-quality guarantee, among the low-income people, also occupies a place. The above classification poses a severe challenge to the problem of educational equity, and the serious differentiation from the kindergarten period. It will lead to a large quality difference of children's education in China, which makes the development of early childhood education in China deviate from the early childhood education in China The basic principles of popularization and fairness. From the quantitative statistics, private kindergartens are one of the main forces in China's current kindergarten education, in recent years, private kindergartens in cities still show a substantial growth trend. With the opening of the national two-child policy, the demand for kindergartens is still there in the rising trend, the existing class number of the students is still increasing, but the ratio of teachers to students is decreasing. In China's current law, there is no clear provisions and strict requirements for the teacher qualification of private kindergartens, preschool teachers Qualifications are only required in public kindergartens. Therefore, private kindergartens will hire no one to solve the problem of shortage of teacher resources Certificate personnel, so there is a large part of the private kindergartens in unlicensed work, professional quality is not high "teachers", this is not only making the quality of kindergarten education cannot be guaranteed, there is still a considerable degree of industry ethical risks. At the same time, and because of the private young

Children's kindergartens operate according to the law of the market, and in the process of development, there will inevitably be management difficulties, lack of supervision and evaluation mechanism and other problems, make the kindergarten teachers and education conditions are worrying, and even lead to a large number of unregistered kindergartens and violations Private kindergartens take advantage of the order of early childhood education. Under such circumstances, supporting high-quality private kindergartens has become one of the important breakthroughs in the development of the industry. Child not only

to protect children's normal life, parenting conditions, but also as far as possible in the education and teaching content has characteristics, breakthrough. This should be the hope of running a private kindergarten in the future (Xiao, 2020).

Implementation of Rhythm Activities for Kindergarten Music Teaching

Xu Fangting (2020) has a more targeted and more specific implementation requirements. The main body of the implementation of preschool children's music rhythm activities- -kindergarten music teachers, their words and deeds will have a direct and far-reaching impact on the acquisition and cultivation of children's musical ability. Therefore, it is of great significance to study the teaching implementation status of kindergarten music teachers. This study draw lessons from domestic and foreign research data of preschool children's music rhythm activities, with children's music education science, children's music psychology and early childhood education method as the theoretical basis, using observation method, interview method in three different nature of the kindergarten, targeted to select three teachers as the research object, to its curriculum design, curriculum implementation, classroom management and curriculum evaluation of field research, and find problems put forward solutions.

First of all, in the teaching design link of teachers, teachers generally adopt the "take doctrine" for the existing teaching design. In the absence of the local actual situation and the general lack of secondary lesson preparation, part of the current teaching content and the park. The asymmetry of existing resources leads to the implementation of actual teaching activities to some extent. Secondly, based on some objective or master in view of the reason, teachers have made professional mistakes in the link of curriculum implementation. In the implementation of teaching activities There will be a wrong demonstration of the basic music skills demonstration (intonation and beat, etc.). These behaviors are likely to be largely shadow Sound children's basic music ability development. Thirdly, there is a serious ethical crisis in the implementation of classroom management by teachers for example, teachers in the classroom some improper punishment words and deeds, or some teachers take some "cold violence" classroom management type. These behaviors are not conducive to children's psychology and feelings of the music course. Finally, the

teachers' curriculum evaluation link is generally accepted. Take the teachers' subjective evaluation, the lack of objective evaluation link. In addition, teacher evaluation and reflection is difficult to achieve timely, professional. Therefore, it is difficult to promote the improvement of teachers' curriculum in the future.

This study takes the teachers of preschool children's music rhythm activity as the main body, through the curriculum design and curriculum implementation of the teaching subject Classroom management and course evaluation investigation, found the common problems, referring to some advanced ideas and teaching at home and abroad. On the basis of learning methods, some targeted suggestions are put forward: first, inclusiveness and utilitarianism, and build innovation according to local conditions Curriculum design and long-term integration of course objectives. Second, it is to broaden the training of teachers while changing the content of curriculum implementation Channel, through the rational use of social resources and park resources to build a symbiotic teacher ecological system. Third, teachers are in the classroom management. In principle, we should adjust our mentality and role, cultivate children's self-management ability, and create a warm classroom environment with love. The fourth is the course. In the supervision system, a visual and diversified teaching evaluation mode is established, and the subjective and objective evaluation modes are adopted to finally achieve the truth.

The purpose of improving the quality of the course. In recent years, preschool children's music education has been paid more and more attention by the country and the people. The country has been introduced in recent years A series of policies, which for children's music education curriculum also put forward higher requirements. Learning for children aged 3-6 The Development Guide clearly emphasizes the importance of art in the development of preschool children. The guide emphasizes: art it is an important form for human beings to discover, feel and create beauty. In the art education of children aged 3-6, let children feel beauty, in addition to getting close to nature and feeling the beauty of nature, we should also try to feel and appreciate a variety of different art works, with a certain amount of review Beauty ability. In addition, children should be encouraged to spontaneously express their emotions and even creative in a safe, comfortable and entertainment environment Make art works. In terms of children's music education, the guide provides the musical art to children at

all ages Force gives clear requirements, not only emphasizing children's aesthetic appreciation ability, imitation ability, artistic expression, and more emphasis is placed on the cultivation of children's music creation, improvisation and other innovative abilities 0-6 years old is the music cultivation of the "yellow The cultivation of musical ability is related to children's artistic aesthetic appreciation, artistic expression and creation. Issued by the Ministry of Education in 2010 "Kindergarten Education Guidelines (trial)" put forward: "the concept of integrated curriculum" outline clearly put forward the children The five fields of the park have the correlation and role of mutual penetration. The role of substitution. The outline points out: Art is an important way to implement aesthetic education, and we should give full play to the emotional function of art and promote it into the formation of children's sound personality. In 2018, the author participated in a training on preschool education professional course, which triggered the thinking of this topic. We were invited by one of the kindergarten principals to visit its kindergarten and observe the "excellent class created by it rule". One of them is the fine rhythm course "Rabbit Dance" of the kindergarten class. The general process of the course is that the teacher let the children Sitting in a semicircle to listen to the whole music, then the teacher told the children a rabbit as the theme of the story, and let the small friends bring the rabbit headdress prepared by the teacher to imitate the teacher's dance, and then the teacher plays music in sections for children or groups or individuals Dance with joy.

The fluency of the whole class is good, but also more "viewing", the teacher prepared the story and cartoon props are become Gong attracted the attention of children, the whole class is obviously the teacher is intoxicated, the children are happy. Learn from most of it However, there are also a few different voices: "The class cannot be called a music rhythm activity class. The teachers who give this view come from first-tier cities and have their own music training institutions. Another private kindergarten director and the author also hold the same view in the discussion. She told me that in her kindergarten Such music classes were also eliminated many years ago. She said the current situation of music education in kindergartens exists in China Several problems, one is that although the kindergarten hardware facilities have been greatly improved compared with the past decades, but in the software is There was no particularly significant change. Second, there are great changes and differentiation in children's music education in China.

Music education in public kindergartens is higher than that in private kindergartens, but now the situation is just the opposite, some private kindergartens or early education centers offer far more classes than today's public kindergartens. First-tier cities attach great importance to and improve the quality of children's music education. Compared with the curriculum of decades ago, the third-tier and fourth-tier kindergartens are far behind. Based on the above problems and views, the author has conceived the kindergarten music rhythm curriculum practitioners, combined with the implementation of the rhythm curriculum. Sub-in-depth investigation and study (Li, 2017).

Music education activities run through preschool education, quality education, and even higher education. As we all know, preschool education is about teaching the foundation of education. The music education period of preschool children is the golden period of cultivating children's musical literacy. For children, early music the cultivation of ability can not only improve the aesthetic ability of music, but also prepare for the future higher stage of music learning. In the course activities, children sing and dance with the music in the rhythm course. Children twist in the dance with the music make and small muscle strength to be exercised, at the same time in the beautiful singing to relax the mood, this kind of pleasure can let the child body and mind. They all got a healthy exercise. Musical rhythm activity is also one of the important ways of language acquisition, including in the musical rhythm activity lyrics singing, nursery rhymes chanting, etc., which can strengthen children's language ability acquisition. Music and rhythm activities can also be forged cultivate children's social skills. This study aims to understand the current situation of rhythm activities of kindergarten music teachers in the research process. When the problems are found, and the actual situation of the specific research kindergarten to give the relevant theoretical solutions (Xu, 2020).

Orff Music Teaching Method in Preschool Education

Focuses on the case study of the application of Orff teaching method in preschool education in China, and the research object is Ancient Wei hai City, Shandong Province Zhai (Red Ying) kindergarten. The paper comprehensively examines the Orff music activities of the kindergarten, aiming to analyze the case study. Analysis, sort out and summarize the theoretical basis and implementation strategy of Orff music teaching method in kindergartens in

China, so that in early childhood education. It can penetrate into more musical elements, have more local adaptability, and reflect a more diversified educational value. In China, since the introduction of Orff teaching method in the early 1980s, the applicable fields of its curriculum have become increasingly extensive along with the development of The Times. Especially in recent years, the Orff teaching method in preschool education showed a large-scale growth trend. As a vivid, unelectric teaching method, with its profound and lively classroom performance, Orff teaching method affects many aspects of music education in China, and has been widely concerned by music educators across the country. So, what is the convergence of Orff teaching method and preschool children's music education? Does the Orff music teaching method effectively convey the characteristics of music education? Does it play a positive role in promoting children's natural maintenance, personality generation and emotion management in preschool teaching? Even, we can also think deeply: is the use of Orff teaching method in kindergarten teaching a kind of commercial hype or a panacea that can meet the current early childhood music education? The serious exploration of these problems is not only meaningful and valuable for the promotion and application of Orff music education in China, but also for the study of many theoretical problems in the field of music education in China (Hou, 2022).

(1) Practical basis and research conditions:

Guzhai Hongying Kindergarten was founded in November 1994. It is a first-class kindergarten and a provincial demonstration kindergarten in Weihai city, with the total students.

There are more than 600 people. As early as 1999, the park has been in deep contact with the domestic Orff training program, and regularly to the kindergarten.

Teachers conduct professional training. Therefore, the choice of this kindergarten can represent the high level of preschool music education in Weihai region.

One of the examples of the application of Life teaching method in preschool field in China.

(2) The significance of music for children's growth. Children have an inseparable relationship with music, music is an essential field in children's life, learning and growth process, and more and more people agree that music is one of the essential factors in the healthy growth of young children

Music has a stimulation effect on the brain. The brain is able to respond to emotional stimuli because there is an area of information emotion processing in the brain, this area. The main responsible person of the language, learning, memory and other high-level functions. So, when people hear the music, they feel happy. Because of the simple reflection of music to the brain stimulation. Although, the correlation of music and brain cognitive activity is a long and complex process, the current research results also. It needs to be further deepened. But music is able to influence the development of the brain, which is basically agreed upon in the industry. The music is can shape the brain, can improve the children's intelligence level, is conducive to the development of the whole brain. Musicians who are trained in music since childhood are much larger than the corpus callosum of non-musicians (the structure connecting the two brain hemispheres).

Music has a positive impact on the improvement of language ability. Music has a sense of music sentences. From the perspective of linguistics, music has a simulated effect on language. The language of music and children to communicate, for the ups and downs of children's music melody is like the tone of simulated language, with expression can more directly let the child receive some information, let the child better understand the language, can strengthen the child's language, sensitivity, thus indirectly achieving the purpose of improving language ability.

New Knowledges

The Orff music teaching method, developed by Carl Orff, emphasizes a holistic and participatory approach to music education, integrating music, movement, drama, and speech. It is based on the philosophy that music education should be rooted in play and exploration, encouraging children to learn through their natural tendencies toward improvisation and creativity. Key elements include singing simple songs, incorporating movement and dance, and using a variety of percussion instruments to engage students in rhythm and music-making activities. This method is particularly effective for kindergarten

music teachers, as it aligns well with young children's developmental stages and learning styles.

Conclusions

This article presented the role of music in children's aesthetic education, implementation of rhythm activities for kindergarten music teachers; and Orff music teaching method in preschool education, Kindergarten music education refers to a way of education to cultivate children's musical literacy, aesthetic ability and musical expression through music activities and teaching in kindergarten. Carefully study Orff's music education thought and system, we will get many beneficial enlightenments. Starting from the origin and essence of music generation, this is fundamentally different from our original understanding of the nature and purpose of music education.

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