

The Importance of Orff Music Teaching for Preschool Education Majors in Shenzhen, China

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Abstract

As the earliest and most authoritative promoter of the Orff music application teaching system in China, Shenzhen Orff Education has been committed to promoting and realizing the popularization of Orff music education in China since its introduction in 2000, contributing light and heat to the development of China's Orff music education. Let's walk into the development road of Chinese Orff music education. Orff music education is one of the three major music education systems in the world today. It is a kind of music education thought founded in 1924 by the famous German music master Karl Orff, who endowed music education with new concepts and methods. The center of his educational theory is Orff's music teaching method. The basic idea is to start from the origin and essence of music, "appeal to sensibility and return to humanism", so as to inspire children to explore their own talents. This article presented the importance of Orff music teaching for preschool education majors in Shenzhen, China.

Keywords: Importance of Orff Music Teaching; Preschool Education Majors; Shenzhen; China

Introduction

The Orff music teaching integrates elements such as movement, language, singing, appreciation, performance, creation and performance, connects various forms of artistic performance with games as a link, emphasizes "starting from children", selects folk songs and nursery rhymes that are most in line with children's nature to be used in teaching, which is very suitable for children's musical enlightenment.

Orff said, "What we're after is student improvisation and designing our own music to achieve student initiative."

This sentence expresses the humanity, creativity, initiative and practicality pursued by Orff's music, allowing children to create their own music through rhythm, helping them promote the germination of musical creativity, and learning the art of music in physical and mental pleasure.

This pleasant teaching method coincides with the reform of music education proposed in the new period of our country.

Encountered a bottleneck in the early days of popularity

Orff music teaching method was introduced into China by Professor Liao Naixiong from Shanghai Conservatory of Music in 1980s. It quickly set off a wave of upsurge in China, but under the mode of exam-oriented education for many years, the music education at that time did not receive enough attention. Music classes in primary and secondary schools still follow the passive music teaching, which focuses on skill training and ignores ability

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cultivation, and fails to guide and explore students' autonomy and potential. Therefore, the Orff music teaching method with a hundred years of history has encountered a bottleneck in popularity. After the new curriculum reform, the situation has changed slightly, but it is a pity that the implementation of the school is still not paid attention to. The popularization of Orff music education in primary and secondary school classrooms has also become difficult, and there have been some phenomena such as "new teaching methods, difficult implementation". How to break this situation and "localization" Orff music is also a difficult problem in front of us.

Stick to the music dream and take root in music education

In 2004, the Pearl River Delta region took the lead in the wave of reform and opening up, and Tuotian Education was born in this hot land, and resolutely devoted to the Orff music education cause, hoping to extend this novel teaching method of Orff music to kindergartens, primary and secondary schools, and bring happy music enlightenment education to more children. Let every teacher who learns the Orff music method become the seed of music education. Continuous exploration, all the way forward, after a year of preparation, under the strong support and guidance of the Central Institute of Education Science, has launched the international Orff music national teacher training tour public welfare training, Orff music international experts national backbone teacher training, and into the Ministry of Education "national Science education teacher training Plan" subject training system. We have hired more than 50 authoritative Orff music education and training experts from all over the world, and conducted hundreds of trainings in more than 10 provinces across the country, showing teachers the educational characteristics and application of Orff music teaching methods in different countries (regions) (China Preschool Education Research Association, 1999).

Some of the senior music training experts, experts from Australia's music educators, the University of Melbourne, Australia's professor of music, famous singers/musicians in Italy, Austria Mozart Conservatory instructors, etc.

The training accelerated the spread of Orff music teaching method, clarified the situation of mixed music teaching in the past, promoted its deeper teaching application, and laid a solid foundation for the popularization and development of this teaching method in China.

04 Deep cultivation in the field of scientific research, apply for national topics

Orff music education continues to deepen the field of teaching and scientific research, passed the "Eleventh Five-Year" national key research project - "China Orff Music Education Practice Research", enjoy the national education project special funding. Adopted the "Eleventh Five-Year" national key research project - "Chinese Orff Music Education Practice Research". The team members are from the Central Institute of Educational Sciences, the National Examination and Approval Committee of Music Textbooks for Primary and Secondary Schools of the Ministry of Education, the Education Department of Guangdong Province, the School Music Art Steering Committee of the Education Bureau of Shenzhen, East China Normal University, Early Childhood Education, Orff College of Salzburg, Austria, The Orff Music Association (France, the United States, Canada) and other domestic and foreign education experts and scholars. In addition, it also has the full support of the International Orff Teachers' Federation, so that Tuotian has the strength to become an educational institution that introduces and popularizing Orff music, providing hardware configuration from Orff instruments to the establishment of music art education characteristics in the school.

Advanced seminar in the experimental area of the subject.

Tuotian Education actively carries out the research, application and promotion of Orff music in the country, in order to solve the lack of Orff popularization in "software", the experts of the research group continue to explore and practice, and develop a systematic Orff teacher training system: "imitation - exploration - creation - training - research and training" five stages. The establishment of the system has been affirmed by the education authorities, and has been included in the scope of continuing re-education of teachers around the country, and has also been recognized by the Austrian Mozart University of Music Orff College and the University of Melbourne in Australia. Thus, it also established the authoritative position of Tuotian Education in the field of Orff music application teaching.

The research group of "Chinese Orff Music Education Practice Research" has held Orff annual meetings and achievements reporting and evaluation competition activities for many times, providing a stage for the national experimental parks (schools) to display their achievements.

"Chinese Orff Music Education Practice Research" project closing ceremony.

At the same time, the national project "Research on Chinese Orff Music Education Practice" has been transformed into results, and the first set of Orff music series teaching materials "Orff Music Art for children aged 3-6" has been independently developed and published in China.

To bring happy music classroom experience to children all over the country, spread the "truth, kindness and beauty" in the hearts of children, stimulate children's artistic inspiration and unlimited creativity in the imperceptible, so that each child can develop physically and mentally healthily under the influence of music (Xi, 2017).

After years of tireless efforts, more than 3,000 experimental kindergartens have been established across the country. More than 100,000 children receive systematic Orff music education every year, gradually realizing the popularization of Orff music teaching method in the field of education. The German branch of the National Orff Music International Teacher Training (Ministry of Education, 2012).

Orff teaching method

Talking and walking are things parents have to teach children after they are born. Taking language as the beginning of children's music teaching is helpful to deepen children's good feeling and affinity for music. The cultivation of children's language ability does not need special training or special preparation, but only realizes the education of children with the help of their familiarity with the environment and things, which is exactly the concept of original education in Orff's music teaching method. Language, movement and music are the most basic elements of music rhythm. Rhythm training is indispensable and very important in music introductory teaching. In the language rhythm training, teachers can form a speed standard through the uniform speed of the drum, so that children can follow the speed of the drum into the classroom or report their name. After a period of training, children's ability to master rhythm has been improved to a certain extent, and children's ability to control themselves has also been improved.

In addition, young children have limited life experience, which restricts Orff's further creation of music education to a certain extent. However, it is precisely because of this limited experience that young children are relatively uninfluenced by images, their personalities are still changing, and their perception and imagination of music are not fixed. They can use instruments to create rich works according to their own understanding of the picture. In view of this, it also requires teachers to choose teaching themes from life and nature as much as possible in the teaching process, so as to integrate music teaching with children's life and pay attention to children's autonomy and personality development.

Cultivate children's imagination based on improvisational ideas

Improvisation is one of the important characteristics of Orff's music teaching method, which mainly refers to the use of improvisation to encourage children to actively participate in teaching activities, and to cultivate children's imagination and creativity. The initiative and creativity of learners in the learning process are emphasized by improv education. Different from the traditional teaching which aims to train children without musical experience to create musical works, improvisation teaching aims to give full play to children's imagination and creativity. In impromptu teaching, the teacher is the guide of teaching and plays the role of inspiring the children. For example, in music teaching, teachers can sing a children's song that is more familiar to them as a demonstration, and then match the rhythm and let the students drink behind. After guiding several times, let the children try to say some of their own ideas in combination with what they have learned.

Orff music teaching method pays attention to children's listening ability, imagination ability and sound recognition ability, including the sound of people around, the sound of nature and so on. In actual teaching, teachers can exercise and improve children's imagination by allowing them to listen to different voices. In dance teaching, children will give certain physical responses according to the music they listen to. So such a process, in fact, is that children imagine the sounds they hear, and then give the corresponding movements of the body. Therefore, enhancing children's imagination in early childhood education is the key to a solid foundation of children's music and the basis for improving children's creative ability. Orff's music teaching method is widely used in children's music teaching and dance creation teaching by virtue of its advantages in the cultivation of children's imagination (He, 1998).

Cultivate children's sentiments based on comprehensive ideas

Lively and active is the nature of children. During this period, children's understanding of the outside world mainly depends on their sensory intuitive experience and some of their own experience. Children's experience of music and their acceptance and favorability of music education largely depend on children's actual feeling of music singing. In children's music teaching, teachers can combine some body movements to strengthen the transmission of musical emotions and enhance children's feelings of music, such as the movement of various parts of the body. If conditions permit, teachers can also train children's comprehensive ability by organizing children to perform comprehensive music performances such as ensemble, chorus, and opera performances.

In addition, in Orff music teaching method, the role of some operational materials can not be ignored, they are an important force to assist teaching. For example, using various forms of notes to decorate classrooms, restaurants and corridors, playing Orff's music CDS in courseware for children, creating a suitable music learning environment for students, etc., and

adhere to it for a long time, children will unconsciously remember the rhythm of music, while children's hearts and emotions will also be disturbed by this, so as to achieve the purpose of cultivating children's sentiments with music.

Stimulate children's interest based on participatory ideas

Oral transmission, repeated singing practice is the traditional music teaching commonly used teaching means, in such teaching training out of the children's thinking provisions, tend to be rigid, they are listening to the teacher, listen to the parents of the "good students", but it is not necessarily a real music to learn, understand the true meaning of music students, it is impossible to be the master of music. Therefore, in early childhood teaching, children should not only be trained in music skills and skills, but also pay attention to children's participation. Combining Orff music teaching with Chinese children's teaching, based on children's nature of playing, singing training is integrated into song scene performance in the form of games to realize the integration of music education content and games, so as to achieve "edutainment". For example, when learning "Sawing wood", children can play lumberjack and wood respectively, so that children who play wood can change their shape with the action of "lumberjack", while enhancing children's perception of music, cultivating children's sense of cooperation, so as to promote children's comprehensive development.

The importance of Orff music teaching for preschool education majors in Shenzhen, China

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First, the importance of music education for preschool children

Music can fully mobilize the aesthetics of preschool children, let preschool children feel the beauty of music, and guide preschool children to boldly imagine and explore the world through music. Orff music teaching method is a kind of music teaching method that integrates music with various art forms. It is a teaching mode that preschool children can easily accept. Through the combination of music with movement, recitation and Musical Instruments, children can understand and appreciate the emotions brought by music, and children's perception and expression ability can be greatly improved. Orff's music teaching method is also comprehensive. Music can broaden children's vision and stimulate children's imagination. Musical Instruments and movements can be used to carry out music practice education (Zhong, 1999).

(1) The significance of Orff's music teaching method in preschool education

Orff music teaching method connects a strong and powerful bridge for preschool education teaching, Orff music education is a necessary element of preschool education. In order to achieve the effect of Orff music teaching method, it is necessary to combine interesting music teaching and integrate it into preschool education. It can cultivate preschool children's good artistic accomplishment through the musical art forms of speaking, singing, dancing and playing, and cultivate children's concentration and build children's confidence through Orff musical activities, so that children have a cooperative group spirit in activities

2) Introduce language rhythm into music teaching

Similar to the principle of singing and vocalization is the speed and intonation of recitation. In the teaching of preschool education, you can start with recitation, so that children can feel the position of vocalization, which is a teaching method that preschool children can easily accept. Through poetry, children's songs, children's drama performance, children can feel the change of rhythm. By constantly changing the teachers' corresponding teaching content, timely popularization of music theory knowledge such as melody and rhythm is also an important training requirement for the singer to be articulate. An important feature of Orff's music teaching method is the integration of language and music, so that preschool children can constantly experience the learning process, try the practice of variation, and make preschool children become the protagonists of Orff's music teaching method

3) Let pre-school children participate in the Orff teaching method with interest

The main body of preschool music education must be children, and the Orff music teaching method conforms to this idea. The "momentum" in the Orff teaching method can make children feel the happy mood of the participants. Body percussion and voice percussion can let children feel the sense of rhythm, but also can feel the intensity of sound changes, timbre changes and so on. Interesting music activities will create a relaxed and happy music atmosphere, so that preschool children can feel different experiences brought by music in the Orff teaching method, and need the correct guidance of teachers. The change of body posture is also practiced in the Orff teaching method. When learning timbre and rhythm, different postures are added to the performance, which can better stimulate children's self-interpretation ability. A vivid and interesting performance can attract children's interest in music learning. For example, the melodrama Little Red Riding Hood needs to guide children to play different roles, use imagination, and use music to understand the story. You can use the tambourine to control the rhythm, feel the urgency of Little Red Riding Hood to find a way to save the grandmother, and use the tambourine to experience the joy of the hunter to scare away the big bad Wolf, so that each child can gradually change from an audience to a participant, and join the musical instrument to follow the rhythm of the story and the rhythm of the music, and gradually release the musical nature (the Central Committee of the Communist Party of China and the State Council, 2018).

Third, use games to enhance the interest of Orff's teaching method

Children's music in preschool education is interesting and can be incorporated into lively and interesting game elements. Music can be used to improve children's musical ability through play. Orff once spoke highly of the use of games in preschool teaching plans. He believed that the effective preschool education teaching activity was game teaching, and the teaching of preschool children should start from games, arranging music knowledge points into games. Starting from games will help preschool children accept new fields and new knowledge, and also help stimulate children's creativity. Teachers should add games that meet their age characteristics according to the developmental characteristics of preschool children, enrich the teaching mode of music, and enhance music literacy in happy learning. For example, in the design of music teaching activities in "Little Lea Material Looking for Mother", teachers should combine the intellectual development of preschool children, give correct guidance, inspire children through music, and let them accompany the music. It can effectively improve the efficiency of teaching that the small snail poles can find the emotional changes of their mothers. The relaxed environment is more helpful for preschool children to understand and absorb the professional knowledge of music, and the vitality of the classroom

can also be fully stimulated, thus improving the efficiency of education and teaching in the activities, so as to achieve the comprehensive development of children (Yu, 2012).

Conclusion

In the Orff teaching process, teachers are free to take pre-school children to improvise, during rhythm training, so that every child can associate and create from music. Hearing a piece of music can drive the sense of rhythm so that they can clap their hands or shake their bodies regularly, so that they can feel the happiness brought by music, experience the sense of rhythm brought by unity and cooperation, and create a cooperative and sharing classroom atmosphere. First easy and then difficult rhythm training, creation from simple to complex, and finally through the form of music performance, so that children feel the fun brought by the learning process, the willingness to learn can be better stimulated. There is no fixed standard of improvisation, which requires teachers to have keen observation in classroom teaching, adjust the correct learning direction of children, and timely praise children's creation. Orff music teaching method plays a very important role in preschool education.

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