

Application of Orff Music Teaching Method in Piano Education of Preschool Education Major

Manman Jiang*

Panjin vocational & Technical College, Panjin, 124000, China

*corresponding author

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Abstract: With the continuous reform and development of quality education, music teaching has received a certain degree of attention. In order to promote the all-round development of students, parents also put forward corresponding requirements for preschool music teaching. The purpose of this article is to use Orff teaching to develop effective teaching curricula. Orff's teaching system is one of the most widely known music education systems in the world today. The basic concepts of Orff's music education can be summarized as comprehensive, impromptu, participatory, extensive and local. Orff Music Education advocates the "original" music education thought, which combines teaching of rhythm, rhythm, dance, language, instrumental performance, etc. to experience music in a natural way. Therefore, Orff Music Education is meaningful to the preschool education profession, especially the use of these methods and concepts in the piano teaching of preschool education. The experimental class is 34% interested in teaching. It also provides new ideas for preschool piano teaching. It solves some problems encountered in piano teaching for preschool education majors.

1. Introduction

Orff's music education system is one of the three most famous music education systems in the world today. In 1980, Professor Liao Naixiong, a famous Chinese music theorist, introduced Orff's music education system to China. The system's novel and unique educational philosophy and teaching methods have been welcomed by children and music educators, and have had a significant impact on the development of Chinese music education. The core idea of Orff's music education system is the "primitive" 'music education thought' [1-3]. Orff uses "Elementary" to describe his music. It uses children's favorite form. Such as nursery rhymes, applause, games, storytelling, singing, etc., to cultivate children's sense of music, especially rhythm and hearing, so that children can feel the joy of music [4]. Preschool children are between 3 and 6 years old and their little finger muscles are not yet mature. At this time, it is not the skills that need to be cultivated, but the feeling and love of music. Orff's music teaching can meet the needs of preschool piano education.

Orff Music advocates entering the music world in the most natural way. Language, action, performance, improvisation, and other comprehensive methods can arouse children's interest in music, stimulate children's emotions to music, and cultivate a sense of music [4, 5]. And get the most complete and comprehensive music experience from it. At present, there are many problems in kindergarten music rhythm activities. Many teachers' educational concepts and teaching methods are backward, which has affected the development of children's musical and non-musical qualities. The specific performance is to emphasize skills and training of skills, emphasizing simple imitation [7-9]. Music rhythm activities cannot be carried out according to the children's consciousness rules. Strict teaching for them is for teaching, and activities cannot begin with emotions. Pay less attention to the quality and ability of rhythm [10,11]. In addition, the traditional teaching mode of "teacher teaching, student learning" is not conducive to student initiative and creativity.

Orff's teaching method is of great significance to students' music learning. With Orff's teaching method, students can achieve physical and mental pleasure and art learning. Some scholars believe that teachers should teach according to specific issues when teaching music [12-14]. And under the guidance of students, let students have independent discussions to better achieve the purpose of mutual promotion and development. Orff's teaching methods focus more on the importance of problem-oriented teaching and have developed problem-oriented teaching. Teachers can set questions to guide students. Of course, students can also think and make suggestions on their own. This teaching method is more problem-based to create a situation that guides students to combine learning with the teacher's teaching steps to achieve independent thinking analysis and group collaborative exploration to better achieve the unity of knowledge and ability. Orff's music education system is rich in content, integrating language, action, singing, performance, appreciation and creation. To this end, this article draws on the educational philosophy and teaching methods of Orff's music teaching method, and solves some problems encountered in piano teaching for preschool education majors.

2. Method

2.1. Orff Music Teaching System

The Orff Music Education System was founded by Karl Orff (1895-1982), a famous German composer and music educator. Orff was born on July 16, 1895 in Munich, Germany, to an artistically educated military family. He received good family education and music as a child. His art education was conducted in a very relaxed environment, so it gave him a lot of room to play, improved his ability to explore art, and cultivated his strong interest in music and drama. From youth to youth, Orff has a great love for music, and he continues to explore various styles of art. After a lot of research, he has formed his own unique music style. Orff's philosophy of teaching began in the "military special school" founded by him and dancer Jut, where he began his own music research and began incorporating rhythms and musical experiments into dance and language. After continuous experimentation, he produced a set of musical instruments, mainly small musical instruments mainly percussion instruments. Later, this series of instruments were collectively referred to as "Orff instruments".

2.2. Features of Orff's Music Teaching System

The basic principles of Orff's teaching method, that is, "original" music education, and "original" educational philosophy are the core of Orff's music education, and also determine the formation of Orff's music education concept. Originality is the core idea of Orff's music teaching method and the necessary foundation of his educational philosophy. Original music education has the most basic forms and elements, and has strong possibility and vitality. The "original music" advocated by Orff uses rhythm as a link to closely link movement, dance and language. It is a kind of music that requires people to participate in the creation, that is, people are not bystanders. Instead, as performers, performers are involved. Original music does not refer to pure music, it is closely combined with movement, dance, and language; it is a kind of music that people must participate by themselves, that is, people do not participate as listeners, but as performers. Such as the formation of rhythm, the formation of melody lines and the formation of harmony. In addition, the musical instruments used in primitive music have primitive ecological characteristics. Some imaginary sound effects are directly derived from the human body, and humans and musical instruments are integrated into one. What we often call "creative" is the process of self-shaping in primitive self-expression. The painter Kandinsky said: Students devote themselves to the primitive elements of art, deeply contact and perceive the art materials, not just boring logical thinking. On this basis, teachers can organically combine music theory, sight-singing and other elements in the process of integrating the basic elements of rhythm, so that students can acquire more music knowledge and master technical knowledge in learning the basic elements of diversified music. Improve your music level.

Improvisation is one of the important principles that cannot be ignored in the application of Orff's music teaching method. From the perspective of improvisation, in the implementation of Orff's music teaching method, teachers must combine the teaching goals and content of music courses with educational concepts, carry out a variety of improvisation activities, and guide students at all levels to actively participate, such as ensemble chorus, Give full play to the complementarity of music knowledge and skills, and deepen the development of music perception, experience, and creative ability, including improvisation, imagination, choreography, etc. At the same time, Orff's music teaching methods do not emphasize that students master the methods and skills of singing and playing music in the shortest time. How to carry out diversified music practice is the key to Orff's music teaching method. It has certain practical effects in music teaching in preschool education.

3. Experiment

Piano is a required course for preschool education majors. Most students of preschool education did not play the piano before going to college, and some did not even watch the piano. Preschool students are usually 18-20 years old. Their fingers are stiff, lacking flexibility and flexibility, and are not suitable for high-intensity finger skills training. The survey method in this article is mainly a questionnaire survey, supplemented by random interviews. Through the analysis of school teachers to study the problems of preschool music piano teaching. Questionnaires, as the main means of data collation and collection, play a key role in the research process. The questionnaire in this article consists of two parts. The first part is a questionnaire survey of piano teachers in preschool education to understand the teaching status of piano courses. The second part is a survey of the music foundation of freshmen in preschool education. Through the investigation of school preschool education majors, it attempts to analyze the basic situation of piano teaching in preschool education majors, and proposes existing problems to provide materials for the reform of piano teaching courses in preschool education majors. A total of 200 questionnaires were sent and 200 were recovered. After collecting statistical data, there were 196 questionnaires, with an effective rate of 98%. The basic situation of preschool children's piano knowledge and problems in piano teaching are analyzed, which provides a reference for piano teaching reform. The questionnaire for piano teaching is shown in Table 1.

Table 1. Survey of piano teaching status

Basic survey content		Proportion
Full-time or part-time	Full-time	79%
	part time	21%
gender	male	18%
	Female	82%
Education	Specialty and below	69%

	College degree or above	31%
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4. Discuss

The piano course is a compulsory course for preschool education majors. Piano learning is a long-term process that can only be mastered through repeated practice. Most students in the preschool major of higher vocational education did not play the piano before entering school. If the teacher only focused on skills training at the beginning, if the students could not meet the teacher's requirements, they would lose confidence in their performance, thereby reducing their interest in piano learning. Therefore, in piano teaching, teachers should first let students experience beautiful music, and the repertoire should be extensive. First, we can start with songs that students are familiar with or localized in China to increase their interest in playing the piano. Driven by learning interest, students can improve their self-awareness and subjective initiative. They will eliminate all difficulties and increase their efficiency in piano practice. The following is the application of Orff's teaching method in piano lessons. The survey results of students' interest in learning are shown in Figure 1.

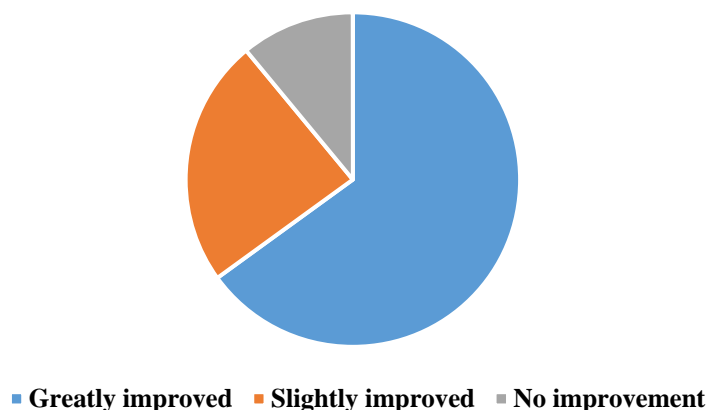


Figure 1. Student learning interest survey

The process of music learning is a process from sensitivity to reason. In the learning process, students should not only understand music, but also participate in music activities and perceive music through various art forms. Through group discussions, we can show our learning results, improve the overall quality of music and coordinate the body. In order to further prove the conclusion of this experiment, after the teaching, this paper conducted a questionnaire survey and knowledge test on the basic situation of piano learning in Orff Music Education Experimental Class and Traditional Class. The statistical results are shown in Table 2 below.

Table 2. Piano fun degree cognitive analysis table

	Lab Class Answer	Traditional Class Answer
Very Interesting	34%	9%
Interesting	57%	38%
No Fun	9%	53%

The rhythm of music is often on a par with the bones of music. It is one of the important expressions of music works, and it is also an important content of piano learning. Most students in the preschool major have no music foundation, the concept of note time value is ambiguous, and the sense of music and rhythm is also poor. Teaching only starts with rhythm. Although students can understand it, such problems always occur in actual performance. How to make students master the rhythm quickly and develop a sense of rhythm? This is an urgent issue in piano teaching. Rhythm-based music learning for children is the biggest feature of Orff's music education system. Orff believes that rhythm is the basic element of music and the basis of melody. The main teaching content of the system is based on rhythm and runs through every process of teaching.

For beginners, learning and training skills are very important, but for students in preschool education, they must start with perception, reduce the difficulty of teaching content, and make the practice process more difficult. For example, when talking about staccato, use the ball as a metaphor. Wrist intermittently is like hitting the ball, the ball bounces when hitting, short touch time, flexible and so on. Use these graphic languages and metaphors to teach students how to imitate staccato. Another example is the practice of fingers crossed, which allows students to imagine a train passing through a cave. Have the student's hands arch like a cave and move their thumbs back and forth in the cave. In the course of teaching, you can also find two students who arched with both hands, while the other students stepped on the rhythm through the arched door.

Conclusion

In the new era of preschool music teaching, teachers should master the students' learning ability and specific music teaching goals, not only pay attention to the teaching of students' music theory knowledge, but also combine the students' knowledge learning to develop music. Multiple teaching methods. The application of Orff's music teaching method in preschool music piano education needs to change the main position of students in music education, fully reflect the characteristics of piano education activities, mobilize and stimulate students' creative thinking, and expand students to reflect their teaching and Applied value of science. Musical vision and other ways. The piano teaching activities of music-related subjects in preschool education need to pay attention to the application of Orff's teaching method in order to achieve the purpose of music education and improve the quality of comprehensive teaching. It can also effectively improve the deficiencies in the current preschool education situation, and greatly stimulate students' interest and creativity in music learning, so that students can comprehensively improve all aspects of rhythm, knowledge, and skills in the music teaching classroom, and further strengthen Relationship between students' future positions.

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