

The Application of Orff's Music Teaching in College Music Teaching

Huiru Yang¹, Feilong Zhao^{1,*}

¹College of Education, Linyi University, Linyi, Shandong, 276000, China

*Corresponding author: zhaofeilong@lyu.edu.cn

Abstract

Orff's music teaching method is one of the important methods of education widely adopted by music education in China since the 20th century. It is a teaching method that trains students' creative thinking. In music education of all ages, Orff's music method has a strong guiding and reference significance. At the same time, the advanced philosophy of teaching is an indispensable way of music education in colleges and universities.

Keywords

Orff; Method of music teaching; Music teaching; Application analysis.

1. THE CONNOTATION AND CHARACTERISTICS OF ORFF'S MUSIC TEACHING METHOD

Orff's music teaching method is a popular mode of music teaching in the contemporary world, which also plays an important role in music teaching in China. Orff's music teaching method was created by Karl Orff, a famous German musician and composer. And it aims at integrating music and dance closely by using various forms of artistic expression, so as to emphasize rhythm, build a bridge for the mutual exchange of music, action and language, and build a new mode of music teaching. In the comprehensive mode of music teaching, we focus on the original idea of music and humanism. Specifically, the original concept of music is the basis and core of Orff's music teaching method. Orff once pointed out that the original music is a mixture of actions, languages, dances, etc., which makes the original music more vital. At the same time, the production of music often depends on the actions, languages and dances. And the interaction of various factors promotes the production and development of music. In terms of humanism, humanism is related to the original concept of music to a certain extent. Humanism reflects the original nature of Orff's music teaching method from many aspects. Music not only needs a rich structure of knowledge, but also pays attention to human participation, which is consistent with the people-oriented concept of Chinese education. Therefore, Orff's music teaching method can be fully used in college music teaching.

Orff's music teaching method has shown distinctive features in practice, mainly in the following aspects. The first is about originality. And people-oriented would be the core concept of music education, and it is also a concentrated reflection of the original nature of Orff's music teaching method. Therefore, Orff's music teaching method focuses on students' emotional experience and emotional expression. In Orff's music teaching method, teachers should follow the people-oriented teaching concept and implement the original principle. The second is participation. The Orff Music Teaching Method attaches great importance to the full participation of students. It advocates the use of various teaching activities to create vivid and vivid music situations for students, to ensure that students can experience the purity of music

in the Orff Music Teaching Method, and to help students obtain rich emotional experience. Last but not least, it is about creativity. As we all know, creativity is a significant feature of Orff's music teaching method. Through the creation of actions, languages, dances and other aspects, targeted activities of teaching are carried out to cultivate students' creativity and imagination. Fourth, comprehensiveness. The main goal of Orff's music teaching method is to integrate dance, singing, etc., so as to carry out comprehensive activities of music teaching. Then the teaching link is closely linked and cooperates with each other, contributing their own strength to improving the comprehensive quality of students.

2. PROBLEMS TO BE OVERCOME IN COLLEGE MUSIC TEACHING

the traditional mode of teaching in colleges and universities is based on learning theories and learning lessons. The teaching mode is too modular, ignoring the subjectivity of students in teaching activities, and students, as listeners, are separated from participation in the classroom. The traditional professorial teaching method ignores students' ability to express music, separates music from people, overemphasizes demonstration and imitation, and limits the interest of the classroom. The traditional teaching method ignores the application of music. Music, as unexpected fun facts, exists in the classroom and lacks humanity, cutting off the communication and expression of music spirit and emotion.

3. THE APPLICATION PATH OF ORFF'S MUSIC TEACHING METHOD IN COLLEGE MUSIC TEACHING

3.1. Innovating the concept of music teaching and deeply understanding music emotion

The Orff music teaching method is obviously different from the traditional method of music teaching. Also, the teaching concept has strong innovation, which is reflected in the close integration of action, language, dance, natural sound sources and other factors. And the innovative concept of music teaching can not only break the limits of the traditional concept of music teaching, but also bring rich music emotional experiences to students. In the process of enjoying music, students can also understand the thoughts and feelings behind music by means of action, language and other elements. In college music teaching, we should introduce the innovative Orff's concept of music teaching into the whole process of music teaching, also promote the effective innovation of the concept of music teaching, as well as the overall development of students' comprehensive quality, so that students can break the shackles of rhythm and melody in Orff music teaching method, and bring students profound music emotional experience.

Specifically, firstly, music teachers in colleges and universities should change the concept of music teaching, then be good at using natural sound sources to strengthen students' music cognition and understanding, together with stimulating students' creativity and imagination, and guide students to deeply perceive the thoughts in music tracks. Secondly, music teachers in colleges and universities should recognize the importance and value of elements of music creation, also strengthen the collection and utilization of music creation elements, so as to provide students with favorable conditions and environments for music creation. Finally, college music teachers can not completely rely on simple elements of music, but also integrate music elements with other elements to enhance students' music expression ability in the process of music teaching. In a word, the effective application of Orff's music teaching method in music teaching in colleges and universities has realized the innovation of ideas of music teaching, which is helpful for students to more deeply understand and feel the thoughts and feelings in music.

3.2. Conducting music teaching evaluation and tapping the maximum value of the curriculum

Different from the traditional method of music teaching, Orff's music teaching focuses on participation of learning. The learning process of students is not passive learning, but an interactive learning process. In the whole teaching process, learning is the most important participant. They are not simply listening to music, but should participate in the creation and appreciation of music, and exercise their practical ability through active learning. Whether the teaching can achieve the expected effect and can be carried out smoothly depends on the evaluation system of teaching to a large extent. Only by objectively evaluating the teaching can we know how the teaching effect is and how the students' learning results are. In the traditional process of teaching, the one-way assessment of students seems to be the only way of teaching evaluation. The evaluation of music lessons also mostly adopts fixed forms of theoretical assessment and simple tests of practical abilities. And the traditional exam-oriented education model makes students' learning highly targeted and single, that is, to cope with the exam, and teachers also focus on this aspect in the teaching process, which directly affects the true meaning of music teaching. It not only makes students lose interest in music, but also affects the display of musical beauty. Orff's music teaching method does not take students' mastery of music theory as the standard of judgment, but systematically and flexibly evaluates the whole system of music teaching. What's more, it not only evaluates the concept of music teaching, but also comprehensively considers the setting of music courses, specific music teaching and music teaching results. As long as there is a systematic and reasonable evaluation system, suggestions of more reasonable can be provided for future work, in order to tap the maximum value of music lessons.

3.3. Attaching importance to the inner world and highlighting the humanism

Orff's music education thought believes that "human" is the basis of music education. Therefore, highlighting humanistic thought and attaching importance to the students' inner world has become an important part of music appreciation teaching for college teachers. In actual teaching, teachers require pouring attention into students' emotional experiences, and flexible teaching according to students' learning characteristics.

For example, the music in the film "City of Sky" is a very representative symphony work of Mr. Kushirang, among which "Pigeons and Teenagers" would have a high artistic appreciation value in the music of the whole film. Also the part of music is mainly composed of trumpet solos. When guiding students to appreciate it, teachers can take the military band into it. Through vivid video displays, students can associate with the school band they have experienced before, so as to stimulate students' interest and thinking and show their humanistic ideas. Before guiding students to appreciate, teachers can guide students to fully associate and think according to the band and trumpet, also help students recall the good memories of the band playing in the meeting of school sports in the past by using linguistic guidance, and play the music to immerse students in the music. On this basis, they can play the song "Pigeons and Teenagers", to effectively design for feelings between students and music creators, so that students can gain good experiences, which is of great help to the improvement of students' appreciation ability.

3.4. Strengthening the integration with national culture and promoting traditional culture

Music has now become one of the important channels for public entertainment and leisure. In this case, music teaching in colleges and universities should keep pace with the times, pay attention to the close integration with national culture, carry forward traditional culture in music teaching, and endow college music teaching with certain modernity and culture. In the process of applying Orff music teaching method in college music teaching, it is necessary to

strengthen the integration of Orff music teaching method and national culture according to the students' music learning situation, to ensure that Orff music teaching method can achieve good results and meet the basic laws and requirements of college students' music learning. Therefore, in the process of applying Orff's music teaching, college music teachers should introduce national music with national cultural characteristics into their teaching activities. And national music can not only show the characteristics and charm of our music, but also help college music teaching to carry forward China's excellent traditional culture and national culture, which puts forward higher requirements for college music teachers. On the one hand, college music teachers should fully understand the connotation and characteristics of national music. On the other hand, music teachers in colleges and universities should innovate and optimize music teaching methods, strengthen the deep integration between national music and Orff music teaching methods, so as to guide students to systematically learn the local culture of national music. Specifically, when using Orff's music teaching method, college music teachers can provide students with ethnic music with different characteristics, such as Jiangsu folk song "Jasmine Flowers" and the Tibetan folk song "Jinshan Mountain in Beijing". Then Jiangsu folk song "Jasmine Flowers" describes the cultural characteristics of southern China in detail, while the Tibetan folk song "Jinshan Mountain in Beijing" plays up the hospitality of Tibetan people. With the help of national music, students can really experience different characteristics of national culture.

ACKNOWLEDGMENTS

This paper is supported by Shandong University Students' Innovation and Entrepreneurship Project "Research on Yimeng Red Music Culture Communication from the Perspective of Curriculum Ideology and Politics" (project number: S202210452053).

REFERENCES

- [1] Wang Yipin. The Innovative Application of Orff's Music Teaching Method to College Music Education [J]. *Art Research*, 2020 (05): 136-138.
- [2] Che Jing. Analysis of College Music Teaching Based on Orff's Music Education System [J]. *Northern Music*, 2020 (14): 155-156.
- [3] Lei Xingyue. Research on the Application of Orff's Music Teaching Method in the Music Class of Preschool Education Major in Colleges and Universities [J]. *Voice of the Yellow River*, 2020 (13): 38-39.
- [4] Wang Yingzhi. The Application of Orff's Music Teaching Method in College Music Teaching [J]. *Voice of the Yellow River*, 2020 (12): 115.