

The Influence of Orff's Music Teaching Method in Germany on Chinese Music Education

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Abstract: This paper expounds the concrete connotation of Orff's music teaching method in Germany, and illustrates its characteristics of creativity and comprehensiveness. Then it analyzes the present situation of music education in China, and concludes that there are some problems, such as ignoring practice teaching, lack of creativity and singleness of education mode.

Keywords: Orff's Music Teaching Method; Influence; Chinese Music Education

With the popularization of quality education, promoting the ability of all-round development of students and enhancing students' comprehensive learning competence has gradually become the main teaching objective of current teachers. Under this background, music teaching education has also gradually become an important subject. Students received music education to get knowledge of music, and developed musical ability. The application of Orff's music teaching method in Germany has changed the status of music education in China, and promoted the development of music education. What's more, the students' creativity has been fully mobilized. As a result, it achieved the goal of carrying out quality education.

1. Summarize of Orff's music teaching method

In recent years, music education has been paid more and more attention in educational activities. Students taking master of musical culture and enriching their own musical cultural literacy by learning music knowledge. It can promote their own comprehensive ability. This concept happened to coincide with Orff's music teaching method. Orff's music teaching method was developed by Orff, who was a music educator in Germany. It was combined with Chinese music when introduced into China in the late 20th century. Orff's music teaching method is the way in which teachers instructing students to grasp the rhythm of music through specific movements in music teaching activities. The formation of Orff's music teaching method has injected new vitality into music education, expanded the teaching idea of music education, and enriched the form of music teaching. At the process of development of Orff's music teaching method, it has gradually formed its own teaching characteristics. By mastering these teaching characteristics, teachers can use Orff's music teaching method to carry out music education activities preferably. First is its comprehensive. Comprehensiveness is the basis of teaching features in Orff's music teaching method. In Orff's music teaching method, it puts more emphasis on students' subjectivity. Students' ideology, the way of thinking and so on is in the formation stage in the process of study. So in teaching activities, we should make better use of Orff's music teaching method to guide students to explore music knowledge correctly and help students to form music thinking. Based on this, Orff's music teaching method is not just for students carrying out a single aspect of music teaching activities in the process of use. The second is that Orff's music teaching method has the characteristics of subjectivity. This

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feature mainly refers to the status of students in teaching. Orff believed that the main goal of music teaching activities was to cultivate musical talents. Students experienced the emotion and spirit contained in the music through learning, then feeded back into itself and formed positive effects. So in Orff's music teaching method, students as the main body of music teaching. Music serves as a bridge of communication between teachers and students, forming an equal teacher-student relationship and building an harmonious music classroom atmosphere. Because students are the main body of music teaching. In music teaching, teachers should pay more attention to stimulating students' interest in learning and encouraging students to explore music knowledge independently. This enables students to give full play to their subjective initiative and improve their music quality in music teaching. The third is that Orff's music teaching method has the characteristics of creative. Students' learning of music knowledge is not only to understand music knowledge, but also to master its use method through learning. Therefore, in this case, when Orff's music teaching method is used in music teaching, it puts more emphasis on stimulating students' music creation. In the teaching process, with the help of musical instruments, students are guided to learn music knowledge and stimulate their enthusiasm for music creation. Under the guidance of teachers, students use music knowledge and music rhythm to form different music festivals. The creative feature of Orff's music teaching method is its unique teaching feature, which cultivates the students' comprehensive ability of music and makes them combine music theory knowledge with music practice perfectly.

2. The current situation of music education in China

2.1 The concept of education is traditional, the mode of education is single

With the development of quality education, China's music education has also entered a period of reform. In the process of reform, the problems in music education are gradually exposed. Firstly, in music education, its educational idea is too traditional. Due to the influence of the concept of examination oriented education, teachers are easily to ignore the role of music education in the development of students when they take music activities. The traditional concept of music education makes teachers ignore the help of Orff's music teaching method to music teaching activities. And it leads to the one-sided cognition of Orff's music teaching method, then teachers can't use it for music educational activities form a positive impact. Secondly, due to the influence of traditional music education concept, the traditional music teaching method is still adopted to guide students to learn musicality in music education activities. Students accepted the traditional music idea of teachers in music class. It's impossible to learn other music knowledge just by practicing sound, and the teaching method is unitary. The music classroom atmosphere presented the characteristics of stereotype. Under these circumstances, students can't develop their learning autonomy, and finally lost the significance of music education activities.

2.2 Lack of creativity, passive in music learning

In the process of developing music education activities, it is not only to help students master the relevant music theory knowledge, it also emphasizes that students should master the use of music by learning music theory. Then music theory knowledge combined with music rhythm is used for music creation. But in the actual music education, most students don't have this musical ability. In the process of education, teachers ignore the cultivation of students' music creation, there is no rational use of music education resources, no music scene for students to stimulate their interest in music, and no music creation environment for students. And in music education activities, because of the lack of Orff's music education method, teachers can't correctly grasp the teaching methods to guide students to improve their music creation, so that students can't use learning resources to help themselves carry out music learning activities, and then can't complete the learning task. At the same time, in music education, students have been in a passive state of learning. The teacher did not face up to the main position of students in music education activities, still regarded themselves as the main body in classroom teaching. As a result, students passively accept music education, and they can't find music learning problems in time, then it reduce the enthusiasm of students in music learning, it lose the significance of music education.

2.3 Single curriculum structure, neglecting practice teaching

Music curriculum structure is the foundation of music education, however, there are some problems in the structure of music education curriculum. This paper discusses the problem of single curriculum structure. On the arrangement of music

education curriculum in China, music appreciation class is the main content of education, and add vocal music course in it to train students the vocal. This kind of unitary curriculum structure can't achieve the goal of improving students' comprehensive ability of music. The purpose of music teaching is to promote students' all round development, but because of the teachers' nonstandard use of educational methods, it can't achieve the ability to enhance students' music literacy. And because of the single structure of the curriculum, teachers ignore the promotion of music practice teaching to students in the process of carrying out music education activities. In music education, due to the limitation of school funds, teachers can't let students practice when they guide students to understand musical instruments, it leads to students' one-sided cognition of musical instruments, and it is impossible to understand its specific structure, so that students lose interest in music learning. And in the process of carrying out music practice activities, its practice is too simple, not only can't achieve the goal of music education, but also makes students lose their enthusiasm for music.

3. The influence of German Orff's music teaching method on Chinese music education

3.1 Changing the idea of music education

Problems in music education not only affect the efficiency of music education, but also not conducive to promote the all-round development of students. But the introduction of German Orff's music education method expanded the educational ideas of music education in China, and has changed the way of traditional music education in China. With the continuous development of China's education, traditional music education has been unable to meet the current form of music education. The teaching method is backward and the students' music learning is passive, all these factors lead to music education can't adapt to the current teaching objectives of quality education. The integration of German Orff's music education method and Chinese music education, greatly changed the current situation of music education. Through the understanding and popularization of Orff's music teaching method, the teaching concept of teachers has gradually changed. Teachers should face up the help of music education to students' development. And it guides teachers to establish a student-centered concept of music education, to promote students' autonomy in music activities, and enhance students' music learning ability. At the same time, the comprehensive music features of Orff's music teaching method breaks the traditional teaching mode and idea of music education. In music education, teachers no longer focus on improving students' music knowledge, but to enhance students' interest in music and encourage students to explore music knowledge independently. And taking the use of music education resources for students to build music learning environment, it makes the students give full play to their music autonomy to create music.

3.2 The renewal of music teaching material

Orff's music teaching method was introduced into China by Liao naixiong, and has been widely accepted. In depth research and promotion in China, the reform of educational idea promoted the development of education. Music teaching materials were updated. On the basis of Orff's music education system, according to the practical experience, Mr. Liao compiled the music teaching material "Chinese school music teaching material". The textbooks are based on Chinese folk songs and children's songs. Songs are the main musical element, fully integrated into the traditional culture of the Chinese nation, and based on Chinese and folk music. The publication of Chinese Orff music teaching materials is an important manifestation of Orff's educational thought's "localization" development in China. The new Orff's music materials are well integrated into Orff's music education ideas, and adapt to Orff's music teaching method, which more fully shows the application advantages of Orff's music education ideas in China's music education.

3.3 Innovating the structure of Music Curriculum

The introduction of Orff's music teaching method injected new vitality into music education in China. And through the promotion of Orff's music teaching method, it is found that there are some differences between the curriculum structure of music education in China and Orff's music teaching method. Based on this, combined with the actual situation of music education, the music course has been rearranged. In the course of music, it should be adjusted in China firstly on the reflection of Orff's music teaching method, make it more in line with the current situation of music education. And in the process of adjusting the curriculum structure, Chinese elements should be integrated into it, so that students can understand the

traditional music culture knowledge in the process of music learning, and increase students' sense of national identity. At the same time, under the influence of Orff's music teaching method, the arrangement of music curriculum structure in China is more comprehensive. Musical instrument teaching and dance teaching were added to music education. Students can give full play to their interest in music learning musicality.

3.4 Changing the way of music practice

In Orff's music teaching method, music practice is the focus of music teaching. Therefore, under the influence of Orff's music teaching method, music education in China is also gradually changing the concept of education, pay more attention to music practice. Based on this, teachers integrate musical instrument teaching into music teaching, and students' attention is attracted by using musical instruments. At the same time, schools should increase the investment of music education funds, creating a good music learning environment for students, let students use musical instruments to create music and test their music theory knowledge. And teachers regularly organize students to have music outings, let students understand nature, in order to enrich students' music emotion and enhance students' musical quality, and stimulate students' music creation.

4. Conclusions

Orff's thought of music education is not only a change in the understanding of music education, but also a change in the methods of teaching practice. In order to make music education develop continuously, it is necessary to uphold this kind of educational thought. As a complete music system, it has brought great influence to Chinese music education. With the continuous progress of people's ideological understanding, more and more people begin to pay attention to the cultivation of children's comprehensive quality. Nowadays, with the promotion of quality education in our country, all kinds of schools at all levels have applied Orff's music teaching method to music teaching. This is because Orff's music teaching thought is in line with the requirements of quality education in our country. Therefore, music educators should strengthen the application research of Orff's music teaching method, forming Orff's music education system with Chinese characteristics, and realize the real "localization".

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