

# The Application of Orff Music Teaching Method in Vocational Preschool Education Majors

Liwei Liu

Gansu Finance And Trade Professional College, Lanzhou 730070, China

**Abstract:** With the advancement of vocational education reform, the educational concepts and methods of preschool education in vocational colleges are also developing towards modernization, scientificity, and diversification. In this context, the Orff music teaching method has been widely applied to music teaching in this major, and has played a huge role in improving the fun and effectiveness of music teaching in preschool education and promoting the cultivation of students' comprehensive qualities. Based on this, this article analyzes the application significance and strategies of the Orff music teaching method in music teaching for vocational preschool education majors, for reference only by relevant personnel.

**Keywords:** Higher vocational education; Preschool education major; Music teaching; Orff music teaching method

In the new era, the demand for high-quality preschool education professionals in society is constantly increasing. The 14th Five Year Plan for National Economic and Social Development of the People's Republic of China and the Long Range Objectives for 2035, as well as relevant documents from the Party Central Committee and the State Council, propose to respond to the implementation plan of childcare construction, support the construction of "integrated childcare", actively support and guide vocational colleges and ordinary universities to open majors related to preschool education, gradually expand enrollment scale, and improve talent supply capacity. As an important curriculum module in preschool education, music teaching should also actively innovate and reform. The Orff music teaching method is a student-centered, practical, and creative music teaching method. Applying it to music teaching can improve students' music skills and aesthetic abilities, while also helping to cultivate their teamwork spirit and creativity. Therefore, it is necessary to actively explore the application significance and strategies of Orff music teaching method in music teaching of vocational preschool education majors.

## I. The Connotation of Orff Music Teaching Method

The Orff music teaching method originated in Germany and was created by the famous music educator Carl Orff. Carl Orff advocates for liberating children's nature and allowing them to grow personalized with the concept of "primacy". The "originality" in it does not refer to a single teaching of music knowledge, but also encompasses various educational methods and contents such as rhythm, rhythm, and games. The essence of this method is to use diverse teaching methods to create a fun and efficient music teaching atmosphere for students, stimulate their music interest, deepen their music perception, and promote the cultivation of their music skills and literacy. Applying this method to music teaching in vocational pre-school education can enrich the methods and connotations of music teaching, which will be of great benefit to the improvement of students' professional learning quality, the cultivation of comprehensive abilities, and future good employment and development.

## II. The Application Value of Orff Music Teaching Method in Vocational Preschool Education Majors

### 1. Beneficial for mobilizing students' interest in learning

Einstein once said, interest is the best teacher. For vocational pre-school education students, when they are interested in music courses, they often invest more energy and their learning outcomes will be twice as effective. However, in the past, the teaching mode of music in this major was relatively single, lacking the integration of other methods and concepts, which also affected the learning interest of students to a certain extent. The Orff music teaching method emphasizes the participation and experience of students, which can stimulate their interest through a variety of music games and creative activities, allowing them to enjoy participation and gain more knowledge, happiness, and growth in music learning.

### 2. Beneficial for stimulating students' creative thinking

In music teaching for preschool education majors, cultivating students' musical creativity is an important educational goal. The Orff music teaching method emphasizes the development of diversified and multi type music games and creative activities. It can lead students to freely express their music ideas, promote their diversified music appreciation, music practice, and music creation in the music classroom, effectively cultivate their music creativity, and improve the quality of music teaching in this major.

### 3. Beneficial for promoting students to achieve better employment

The Orff music teaching method, with its rich and diverse forms of activities and strong interactivity, can improve student participation, stimulate their learning enthusiasm, and help cultivate their abilities in music practice, innovation, and other aspects. At the same time, the Orff music teaching method focuses on cultivating students' critical and innovative thinking, which can stimulate their active exploration and self-learning abilities, and further improve teaching effectiveness. So from this perspective, the use of Orff music teaching method can not only promote the cultivation of music education and comprehensive abilities of preschool education majors, but also have important

promoting significance for their future growth, employment, and development.

### III. The Application Path of Orff Music Teaching Method in Vocational Preschool Education Majors

#### 1. Encourage improvisation and enhance students' practical abilities

Improvisation is not only the core content of Orff music education, but also the most eye-catching part. In Orff's view, all music teaching activities should be aimed at promoting students to improvise and create. This improvisation is not simply a casual performance of music knowledge, but can be fully combined with the rhythm and rhythm of music for interactive creation. Therefore, in the process of music teaching, teachers should pay attention to guiding students to engage in "improvisation" and "creative" activities, fully promoting the cultivation of their music literacy. For example, in the choir teaching of "Where is Spring?", the teacher can arrange an "impromptu" and "creative" practical activity, guiding students to sing in groups. During the choir process, each group of students is required to use body movements to "improvise" and "creatively" express the melody and rhythm of the music, such as using "wave of people" movements to express changes in music rhythm, using "clapping hands" and "twisting fingers" to express music melody, etc., so that they can master choir skills more deeply and improve their musical ability.

#### 2. Introducing localized elements to cultivate students' aesthetic literacy

The Orff music method places great emphasis on the application of local music culture, which is also an important manifestation of its "localization" characteristics. Orff believes that music education should be deeply rooted in the local music culture, relying on the cultural elements of local and ethnic songs, allowing students to experience the original music culture, and promoting the cultivation of their music cognition and aesthetic literacy. In this regard, teachers should also pay attention to the integration of local music elements in teaching, leverage the advantages of local music richness and folk customs, enrich music teaching resources, promote the cultivation of students' aesthetic literacy, and promote the dissemination and inheritance of local music and regional music culture. For example, in the teaching process, teachers can introduce some local nursery rhymes and folk songs, guide students to engage in activities such as folk choirs and nursery rhyme singing games, and analyze the creative background and artistic connotations of these local music together with them, guide them to respect local music culture, cultivate their sense of national identity and cultural confidence, and lay a foundation for them to better educate children in the future, promote the inheritance and development of ethnic music.

#### 3. Carry out comprehensive teaching to highlight the characteristics of music courses

The Orff music teaching method focuses on teaching through comprehensive dance, games, language, rhythm, etc., in order to make music teaching closer to nature, the mind, and life. In the music teaching of preschool education in vocational colleges, teachers should combine the "comprehensive" teaching principle of Orff music teaching method, innovate the music teaching mode, create a comprehensive music classroom, showcase music characteristics, stimulate students' learning interest, and promote the improvement of teaching quality. Specifically, teachers can guide students to engage in comprehensive learning activities during the teaching process. For example, in singing and performance teaching, they can guide students to participate in dance movements, poetry recitation and other activities, while encouraging students to actively engage in performance and creativity in music activities. This not only cultivates students' professional abilities such as rhythm mastery, intonation mastery, melody memory, and melody recognition, but also deepens their music learning experience, allowing them to feel the charm of music, understand the true meaning behind music, cultivate their aesthetic cultivation, and promote the cultivation of their comprehensive qualities. It can be said that it is a win-win situation.

#### 4. Strengthen music practice and improve students' music skills

Extending the music classroom through practice is a key strategy of the Orff music teaching method, especially in music teaching in vocational colleges. The application of this strategy can help students deepen their understanding of music knowledge and improve their music skills. Firstly, extending music classes through practice can enhance students' music skills. When teaching instrument performance, we can use the practice methods of the Orff music teaching method, such as layered practice and progressive approach. For example, when teaching the performance of Orff percussion instruments, we can choose a piece of music that is suitable for the student's level, break it down into bars or bar segments, and let students gradually practice and master the techniques and musical expression of each part. This layered practice can help students gradually improve their performance skills while cultivating their musical patience and confidence. Secondly, extending the music classroom through practice can expand students' musical creativity. The Orff music teaching method emphasizes the active participation and creativity of students, and through various exercises and activities, it can inspire their musical imagination and creativity. For example, in choir teaching, we can use exercises to guide students to create their own song paragraphs to express specific emotions or themes. This kind of creative practice can not only cultivate students' musical creativity, but also enhance their collaborative ability and team consciousness. Finally, extending the music classroom through practice can also promote students' understanding of music theory.

#### 5. Targeting all students and ensuring better employment opportunities for them

In the music teaching of preschool education in vocational colleges, teachers must pay attention to the integration of the "holistic" concept, so that every student can participate in the "Orff teaching model", stimulate their music interest, cultivate their music literacy, and strengthen their music education ability. For example, teachers can use the Internet to "connect" with early childhood education and service institutions, so that students can feel the workflow and standards of kindergarten teachers across time and space with the help of the network,

and guide each student to interact with children through the network, use the music skills learned to practice teaching, on this basis, give targeted advice and guidance, so as to strengthen their professional ability and professionalism, so that every student can learn effectively and practice flexibly, and provide guarantee for their better employment and development.

## **Epilogue**

In short, the Orff music teaching method has a strong promoting effect on music teaching in vocational preschool education majors. In the face of the current market's increasing demand for preschool education professionals in terms of quantity and quality, teachers should actively innovate music teaching models and create new music teaching systems based on the characteristics of Orff music teaching, in order to improve the fun and effectiveness of music teaching, enable students to gain more knowledge and growth in music classrooms, and become high-quality talents capable of handling infant and young child care, education, health care, and early education guidance. They should go further and fly higher in the future.

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