

# Practical Situation and Application Suggestions of Orff Music Education in Enlightenment Music Education in China

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## ABSTRACT

Music education is an important part of early childhood education and an important content of art education. Good music education is conducive to the cultivation of children's creativity, imagination and thinking ability, promoting coordinated development of children's body and mind. Orff music teaching method takes original music as basic education concept, asking people to participate not as listeners, but as performers. In Orff music class, children can truly experience the art and realize the connection between music and dialogue, rhythm, drama, dance and even painting, sculpture and other arts. Orff music teaching method has been introduced into China for more than thirty years, and has achieved a certain development space in recent years. The Orff Professional Committee of China Association of Music and other organizations also conduct vigorous promotion. Nevertheless, Orff music teaching method has not been widely promoted in China, especially in small and medium-sized cities. Therefore, after various discoveries and analyses, the author proposes to increase the number of kindergarten teachers in the teacher structure, and improve their professional qualities and skills, such as learning and mastering 1 or 2 musical instruments. In addition, some practical theories on educational concepts have been introduced into music teaching of other age groups to stimulate students' potential, enhance their enthusiasm for learning, and improve learning efficiency. Finally, the development of education is inseparable from financial investment. It can even be said that only on the basis of sufficient financial support can Orff's music education be carried out in a comprehensive, systematic and multi-level manner in most cities in China. The author put forward practical suggestions on the structure of teachers, the implementation of their educational concepts in other education fields, and the investment of funds to effectively promote Orff's early education in China.

**Keywords:** *Orff music education, Chinese children's enlightenment music education, Application suggestion*

## 1. INTRODUCTION

Early childhood is a basic period for one's future life and study. Early childhood education must comprehensively and evenly cultivate children's cognitive, verbal, physiological, social and emotional development ability based on mastering children's physiological and psychological characteristics accurately. Music education is an important part of children's art education. Orff music teaching method advocates students to release the nature of singing, playing and dancing and conducts the most relaxed and pleasant music learning through the most natural expression and emotion [1]. Children's creativity is stimulated through lively educational themes, game

activity and learning preferences, which is helpful for students to take part in the curriculum more actively and become the "masters" of the curriculum, arousing attention of many education majors.

The author understands the influence of Orff music education practice on Chinese music education through investigation and visit for some music early education institutions and some kindergartens of some children in China. There are gaps between traditional Chinese music education methods and Orff's teaching methods in many aspects, such as teaching content and teaching methods. The two need to find more points of convergence. With the gradual development of Orff music in China's early childhood education, its advantages have gradually emerged, bringing children a more diverse and creative learning

environment. When the outstanding educational achievements showed their heads, they attracted education experts and music teachers to devote more enthusiasm and attention to this research.

The significance of this research is that while affirming the research results of the predecessors, it also proposes specific measures on how to expand Orff's music education to a greater level and benefit more people. The expansion is more instructive.

## **2. THE INFLUENCE OF ORFF MUSIC EDUCATION CONCEPTS ON CHINA'S MUSIC EDUCATION**

### ***2.1. The reason for the influence of Orff music for Chinese traditional music education***

The exchange of foreign culture and foreign culture can grow and achieve the results only rooted in the soil of the motherland and local culture. Finally, they are accepted and integrate into new nutrition and organically combine with local culture [2]. Orff education method must be a form to encourage students to actively explore and innovate in the process of music learning. Compared to the above education intention, there are still gaps in Chinese traditional music education. The disadvantages are as follows: Firstly, the content of education is centered on singing; secondly, educational method is centered on teaching common sense and practicing skills; thirdly, classroom education is centered on teachers. This kind of education method is too monotonous from the educational intention to the educational method, and lacks the attraction to the students. Students tend to be forced to follow the classroom education, which cannot actively participate in music activities. This kind of education method is very difficult for students to master rich music knowledge and cultivate outstanding aesthetic feeling.

### ***2.2. Concrete embodiment of Orff music for Chinese traditional education influence***

Orff music education concept makes China's music education gradually get rid of the shackles of traditional education, and pay more attention to practical music teaching to take the stimulation of students' learning enthusiasm and cultivation of comprehensive music ability as teaching targets, so as to teach students according to their aptitude. Children have a comprehensive and broad vision of music, and enjoy music and feel music in an environment full of music, so as to listen to music, learn music, and create music [3]. The change in educational philosophy is

the embodiment of the changing from Orff music education thought to Chinese native culture.

### ***2.3. The result of Orff music for Chinese music education influence***

Recent years, the teaching methods of music courses in Chinese universities gradually start to add the Orff music teaching method, adding that more scholars and experts have deeply studied Orff music teaching method, which makes Orff music teaching thought integrate with Chinese native culture perfectly, so as to create the music education mode with Chinese characteristics.

## **3. THE APPLICATION SUGGESTIONS OF ORFF MUSIC IN CHINA**

### ***3.1. Teaching staff structure***

With the improvement of people's attention to preschool education, there are higher requirements for the number and professional quality of preschool teachers, which puts forward higher requirements for the preschool education in normal universities. Most of the students in preschool education have no professional music skills basis, which requires that we should pay attention to the improvement of skills as well as theoretical knowledge, so as to set up piano, music rhythm and other courses for students. In addition, in the teaching activity, schools can also provide students with high-quality teaching observation courses and teaching activities, so as to lay the solid foundation for entering into the teaching profession in the future.

### ***3.2. The implementation of education concept in other education field***

In fact, the traditional Chinese education mode of teaching following by book widely exists in the all levels of education in the whole society. However, Orff music education concept can be widely implemented. If some of the contents can be put into the music education in primary and secondary schools, and even professional music colleges with reasonable combination and application, such as increasing students' participation in class or giving students more creative space, it will bring positive teaching effect to make more people benefit. The creativity and imagination of young people only needs guidance not the direct instruction, and it will be inexhaustible cultivated in a relaxed environment [4].

### 3.3. Financial investment and suggestions

The investment of government and relevant education departments in the financial aspect play a vital role in the development of Orff music education in China. On one hand, musical instruments play an important role in mastering musical skills and eventually forming musical concepts in Orff's class [5]. Importing Orff instruments are very expensive, and one part of the money can be invested in the "localization" process of musical instruments, which refers to improve Chinese traditional instruments, so as to form the Orff instruments with Chinese characteristics, such as those beautiful timbre and simple production of musical instruments Xiao, flute and so on. The specific implementation needs further discussion of experts, and a wide range of implementation can be completed through a period of research and development. On the other hand, financial investment should be more widely distributed in all aspects of education. For example, more colleges and universities will set up preschool education major, and capital is invested to conduct more international exchange, academic visit and so on; salary and welfare of preschool teachers are greatly improved to absorb talents.

### 4. CONCLUSION

Totally, diversified content, diversified forms and flexible process will become one of the development trends of preschool children's music education. With the development of era, more diversified cultural ideas are shown in the preschool education music activities, which conducts basic practice in the methods of "letting a hundred flowers blossom and a hundred schools of thought contend". It is no longer adhere to a single rigid teaching form, and achieves mastery of singing and rhythm, action and game, performance and improvisation and other forms through a comprehensive study of the subject, so as to promote that the music education of preschool children is constantly enriched and deepened. Music activities for preschool children can change from the inclination to the education of intelligence and the teaching of knowledge and skills to pay more attention to the level of the cultivation of children's character and personality, sociality, creativity and spiritual and emotional imagination. The vision, initiative thinking ability, interpersonal communication ability, coordination and response ability, team spirit and initiative creativity of children can be widened through different forms of activities in music education, which is similar to the saying of great educator Kongzi that "to feel the will with poetry, to realize the self-reliance of people with courtesy and to cultivate the highest personality under the influence of music".

The material has the Chinese characteristics, and "origin" and "localization" will become another development trend of preschool children's music education. Drawing on the strengths of each party from many aspects advocates that we should also retain the traditional cultural characteristics of our own nation when developing internationalization. Mr. Lu Xun once said in the book "borrowlism" that "We should use our brains, widen our horizon, and take them by ourselves!" The same is true for the music education for preschool children, and people should select and improve, and achieve the support of relevant departments. Also, people should take China's specific historical conditions and environment as the soil of absorbing, learning, teaching and new methods, so as to maximize the essence of Orff's music in China's local interests.

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