

# **The Enlightenment of Orff's Music Teaching Method to the “Three Reforms” of Music Teaching in Higher Vocational Education**

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**Abstract:** Based on the theoretical study of Orff's music teaching method and the characteristics of Orff's music teaching method, this paper analyzes the current situation of music teaching in higher vocational colleges and deeply understands the teaching method of Orff's music teaching method in higher vocational music Enlightenment from the reform of teaching materials, teaching methods and teachers' three teachings, as well as the basis for applying Orff's music teaching method in higher vocational music teaching.

## **1. Introduction**

As an advanced and unique method of music teaching, Orff's music teaching method emphasizes that teachers lead students, attaches importance to the stimulation and experience of students' musical emotions, and emphasizes on collaborative and inquiry-based learning. It is known as the most famous, one of the three most influential music teaching systems, introduced to China since the late 1980s, has important and far-reaching guiding significance for China's music education. The core of the current “three teachings” reform of vocational education is “who will teach, what to teach, how to teach”. What implications does Orff's music teaching method have for higher vocational music teachers, teaching materials, and teaching methods? How to use it in higher vocational music teaching to create a good music learning atmosphere, guide students to actively explore music, and thereby promote the cultivation of students' musical expression and creativity, and comprehensively improve students' musical literacy.

## **2. The Status Quo of Music Teaching in Higher Vocational Education and the Proposal of the “Three Teachings” Reform**

With the increasing intensity of education reform, the problems in music teaching in higher vocational schools have gradually become apparent. The main reasons are: students' weak music education, poor music foundation, and poor learning initiative. The currently used higher vocational music textbooks mainly teach knowledge transfer skills, and lack of motivation and practice for students' music instincts. And the cultivation of creativity, teachers do not have enough research on courses, teaching materials, and teaching methods. Classroom teaching lacks the injection of new thinking, new ideas, and new methods. The content of teaching is also derailed from practice. In February 2019, the State issued the “National Vocational Education Reform Implementation Plan”, and the Ministry of Education issued the “Opinions on the Implementation of High-level Higher Vocational Schools and Professional Construction Plans with Chinese Characteristics”, proposing to strengthen the supply-side reform of vocational education and promote teachers, teaching materials, The “three teachings” reform of teaching methods is an important starting point for vocational colleges to improve the quality of running schools and the quality of personnel training.

## **3. Features of Orff's Music Teaching Method**

### **3.1 Participation**

Orff's music teaching method emphasizes that students as core participants, participate in classroom music activities as much as possible, engage in teacher-student interaction, and let

students play roles in the classroom, experience music, and also feel the role from the perspective of the audience, Experience music. In the classroom using Orff's music teaching method, students personally participate in singing, dancing, rhythm, listening and discriminating activities, fully exert themselves, feel music, and talk and communicate with music. This music practice experience is very valuable to students. This flexible way of participation is easy to stimulate students' interest in music, avoiding students' passive acceptance of music, and truly achieving the teaching effect of "le" in "le" [1]. The open and dynamic music classroom interaction makes the music classroom atmosphere strong, and the students' music experience is pleasant. The stronger the students' sense of participation in the classroom, the more they will fall in love with such learning activities and achieve pleasure in participatory learning. The teaching purpose of cultivating musical expressiveness and creativity.

### **3.2 Improvisation**

Orff believes that the imparting of knowledge to music is achieved through the improvisation of music. The unique charm of music lies in improvisation. Students are encouraged to use their brains, hands, mouths, and feet. Students design their own music and movements, and perform improvisation with finger percussion, clapping, leg clapping, and other body percussion, singing and dancing. , Rhythm, games, playing music, learn music knowledge in the music experience. Orff said: "Teaching starts from improvisation, improvisation takes rhythm form as the fulcrum, and finally it is the result of sound fixation and notation". "The starting point of the original music performance is improvisation", "Free and open music teaching completely from improvisation is, and will always be, the most outstanding foothold and starting point." [2] applies this concept to In the classroom teaching of music, teachers need to break the traditional music teaching concept, break the traditional rules and regulations, and let students freely show their musical talents.

### **3.3 Elemental**

According to Orff's music teaching method, music is composed of many elements, and rhythm is the most basic element of music. The same rhythm type can produce different melodies under different pitch combinations, and language is the essence of music, and the language itself is also full of melody and rhythm. Therefore, in his music education system, he advocates students' sense of music rhythm Cultivation can be based on rhythm, fully developed through recitation, and accompanied by body movements, allowing students to study and master the basic elements of music in rhythm of body and language, inspire students' musical potential, and explore the human body Musicality.

### **3.4 Diversity**

Orff's music teaching method emphasizes that music should absorb a variety of music cultures, "He never imprisoned himself in a professional or disciplinary field, composition, drama, conductor, dance, rhythm... "The enthusiasm to pay attention to and research" [3] He believes that music teaching is based on traditional music culture and is good at absorbing and learning from other countries and national outstanding music culture, and innovating and developing. Emphasizing the humanity, knowledge, and openness of music, teachers should also be rich in teaching, not only to talk about music-related knowledge, but also to talk about the culture and related art forms related to these knowledge, to expand students' musical horizons, Make the music classroom have a certain depth and breadth. Students are required to have multiple musical experiences. They should combine reading, singing, dancing, performance and music. With the deepening of students' perceptions, they must not only learn from folk music to Western music, but also opera, so that students can have a more comprehensive and profound understanding of music the works resonate emotionally.

## **4. Enlightenment of Orff's Music Teaching Method to the Reform of “Three Teachings” in Higher Vocational Music**

### **4.1 Enlightenment for the Reform of Music Teaching Materials in Vocational Colleges**

The textbook is the carrier of the teaching content and the basis of what the teacher teaches and what the student learns. The current music teaching materials in higher vocational colleges have problems such as outdated content and non-standard selection of textbooks. Orff's music teaching method promotes the localized teaching concept in the selection of teaching materials. Higher vocational music textbooks can be based on the development of music potential, broaden the horizon of music, inherit the national culture, and use creative spirit to compile loose-leaf textbooks with school-based characteristics. During the lecture, teachers can flexibly select tracks according to the actual situation of students and localize some folk Music, dance, and instrumental music are also integrated into the music classroom, so that students can understand and love our country's traditional music culture through learning music, and enhance national self-confidence and cultural self-confidence. At the same time, we must develop and use online teaching platforms, teaching resource libraries, electronic courseware, learning videos, activity videos, audio, etc. to form a three-dimensional teaching material that combines paper and electronic teaching materials and effectively combines online and offline.

### **4.2 Enlightenment on the Reform of Music Teaching Method in Higher Vocational Education**

The teaching method is an effective guarantee for classroom teaching. To connect with the advanced Orff music teaching method, it is necessary to change the role of the teacher's traditional organizer and manager, so that the teacher can act as a guide and promoter of music teaching and build a harmonious and interactive teacher with the students. Relationship. Change the traditional teaching method that the teacher knows to guide the students unknown. Teaching starts from the student standard, starts from the music standard, uses the creation of the scenario method, the task-driven method to carry out modular music teaching, and adopts role-playing, group exploration, teacher-student interaction, etc. Impromptu teaching activities such as, playing, listening, and moving. This vocational student with a poor music foundation is conducive to gaining a sense of satisfaction and achievement in learning. During continuous learning, practice, consolidation, and improvement, students are actively approaching music, experiencing music, understanding music, and entering music.

### **4.3 Enlightenment for the Reform of Music Teachers in Higher Vocational Schools**

What teachers teach and how to teach determines the quality of teaching and talent training. In addition to having extensive knowledge, excellent professional qualities, and education and teaching capabilities, teachers must also persevere in learning new knowledge and concepts, master new methods and skills, consciously improve the level of education and teaching, and improve the ability of scientific research and teaching. Innovation. The school should form a series of system guarantees, which should not only bring in domestic and international experts, but also let teachers go out to grow knowledge and insights, promote teachers' personal development planning, professional improvement, theoretical training, and establish effective scientific research, assessment, evaluation and recruitment System, establish advanced and encourage motivation, form a virtuous circle of teacher reform mechanism.

## **5. Application of Orff's Music Teaching Method in Higher Vocational Music Teaching**

### **5.1 Highlight the Aesthetic Teaching of Music**

In our country's traditional music teaching in higher vocational schools, it is customary to linguisticize and visualize music. This makes students feel the unique charm and beauty of music, lack of music appreciation, and hinder the cultivation of music creativity. Orff's music teaching method believes that everyone has a self-understanding sequence for music, emphasizing that after

accumulating a certain amount of musical perceptual experience, they begin to understand and comprehend music. Therefore, China's higher vocational music education should emphasize music aesthetics teaching, guide students to actively participate in music practice, and obtain the pace of rhythm, melody, harmony level, strength and weakness, and musical mood, phonology, and musical tension in the exploration of music. As the aesthetic experience increases, as students learn more perceptual experience, they will show their own personal vision for music, from perceptual experience to a rational and unique aesthetic.

## **5.2 Practical Teaching Focusing on Music**

Music art practice is an important way to obtain aesthetic experience and cultivate musical expression and creativity. "The music education discipline is a highly practical discipline. Practical teaching is a concentrated manifestation of the characteristics of the music discipline. The music art discipline is based on human beings and directly affects human vision, hearing, and kinesthetics, which is accepted by the senses. Directly into the depths of the body." [4] Students must practice various skills through listening, singing, jumping, and playing music, and through repeated practice. Whether participating in activities or acquiring abilities is an artistic practice process. Teachers can learn from Orff's teaching principles to allow students to get hands-on and brain-thrilling feelings while practicing, and the sense of participation that practice brings to students can keep students diligent and passionate about music.

## **5.3 Constructing Characteristic Teaching of Music**

Music teaching should analyze the history and culture behind it, the background, and the characteristics and expressions of various types of music art. The comprehensive concept of Orff's music teaching method also believes that music has a vertical connection with dance art and fine arts, even film and television arts. Music education in higher vocational education has its particularity. The orientation of training talents is not high, precise, sharp but wide, positive, and comprehensive. Therefore, we must pay attention to the unique characteristics of the music discipline in teaching, as well as other arts and various disciplines. There are different levels of connections. We must try to break the previous constraints of music teaching. While conducting basic music education for students, we should establish a horizontal relationship with music art and other arts and realize knowledge transfer.

## **6. Conclusion**

Generally speaking, the Orff music teaching method is very scientific, with many features such as participation, elementary and pluralism, practicality and so on. In the reform of the "three teachings" of music teaching in higher vocational education, we must selectively "absorb" and more creatively "integrate", and we must realize the development concept of using the foreign for the ancients and the present for the modern. While cultivating new talents in the society, we should broaden the students' international vision of music culture with a broad musical mind, inherit the national music culture, and develop students' comprehensive artistic concepts.

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