

Integration of Kodály Approach into Solfeggio Courses in High Vocational Schools

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Abstract: In this article, the correspondence between Kodály Approach and music education in vocational schools is deeply analyzed, and specific application strategies are put forward. The research results show that Kodály Approach has shown remarkable instructional effects in rhythm training, pitch training and music perception, which has effectively improved students' musical literacy and skill level. However, there are also some problems in the implementation process, such as the speed difference of students' adaptation to the new instructional method and the coordination problems in complex music activities. In view of these problems, this article puts forward corresponding improvement suggestions, including introducing Kodály Approach step by step and strengthening students' teamwork ability. In the future, music education in vocational schools will pay more attention to the cultivation of practical ability and innovative thinking, and Kodály Approach undoubtedly provides strong support for achieving this goal. Through this study, we expect to provide useful reference for the reform and innovation of music education in vocational schools.

1. Introduction

With the continuous development of music education and the continuous innovation of instructional methods, how to carry out music education more effectively has become an important issue in the field of education [1]. As an important base for cultivating professional talents, the quality of music education in vocational schools is directly related to the comprehensive quality training of students [2]. Solfeggio, as a basic course in music education, is of great significance for improving students' musical literacy and professional skills [3]. However, the current instructional methods of solfeggio course in vocational schools are often too traditional, lacking innovation and effectiveness, and need to be improved urgently.

As an internationally renowned music instructional method, Kodály Approach emphasizes students' subjectivity and practicality, which coincides with the concept of higher vocational education [4]. Therefore, integrating Kodály Approach into solfeggio course in vocational schools is expected to improve teaching quality and cultivate more professional and innovative music talents [5]. The purpose of this study is to explore how to effectively integrate Kodály Approach into solfeggio courses in vocational schools, so as to improve teaching quality and cultivate students' musical literacy.

2. Overview of Kodály Approach

Kodály Approach originated in Hungary in the early 20th century and was proposed and founded by the famous composer and educator Kodály Zoltán. This instructional method was originally designed to improve the musical literacy and aesthetic ability of Hungarian teenagers [6]. With the passage of time, Kodály Approach has gradually developed into an internationally influential music instructional method system, which has been widely used in music education all over the world.

The basic idea of Kodály Approach is "child-centered", which emphasizes students' subjective position and practicality in music education [7]. This instructional method holds that every child has potential musical talent, and the key lies in how to effectively stimulate and cultivate it. Therefore, Kodály Approach focuses on children's interests and needs, and stimulates children's musical

interests and creativity through colorful music activities and interactive teaching. The characteristics of Kodály Approach are shown in Figure 1:

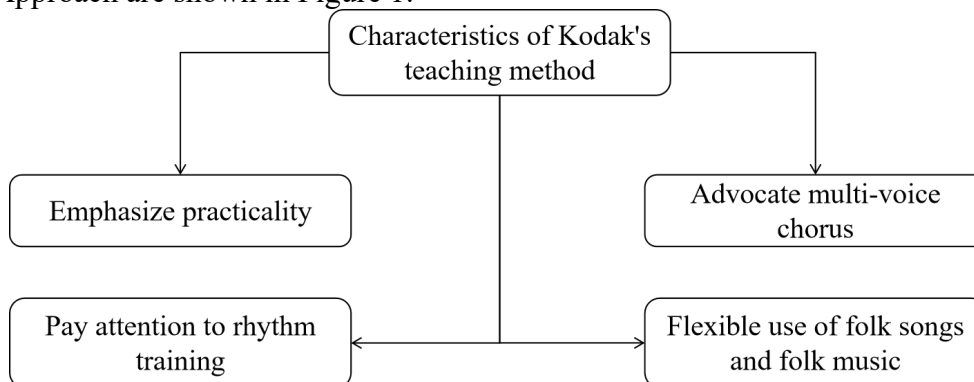


Figure 1 Characteristics of Kodály Approach

The application value of Kodály Approach in music education is mainly reflected in the following aspects:

(1) Improve students' musical literacy: Through the practical and interactive instructional method of Kodály Approach, students can have a deeper understanding of the basic elements and skills of music, thus improving their musical literacy and skill level.

(2) Cultivating students' aesthetic ability: Kodály Approach focuses on cultivating students' aesthetic ability through teaching resources such as multi-part chorus and folk songs, so that students can better appreciate and understand the beauty and connotation of music works.

(3) Stimulate students' creativity: Kodály Approach encourages students to freely create and adapt music works, thus cultivating students' creativity and imagination and laying a solid foundation for their future development.

(4) Promoting students' all-round development: Kodály Approach not only pays attention to the cultivation of students' musical skills, but also pays attention to the cultivation of students' emotions, attitudes and values, so as to promote students' all-round development.

3. Analysis of the current situation of sight singing and ear training teaching in vocational schools

The teaching goal of solfeggio course in vocational schools is mainly to cultivate students' basic musical literacy and skills. This includes improving students' sense of music rhythm, perception of pitch and reading ability of music score [8]. Through solfeggio training, students can accurately sing and dictate music scores, thus laying a solid foundation for future development in the music field. Furthermore, the course also requires students to understand and master the basic knowledge of music theory, such as scales, intervals, chords, etc., in order to better create and express music. For example, Table 1 shows the instructional methods and existing problems of solfeggio course in vocational schools.

Table 1 Instructional methods and existing problems of solfeggio course in vocational schools

Instructional method	Existing problems
Teacher demonstration-student imitation	Mechanical and single instructional methods, lack of consideration of students' individual differences, can not fully mobilize students' enthusiasm and creativity.
Content of courses	The teaching content is outdated, lacking sense of the times and practicality.
Instructional means	Instructional methods are single, lacking diversity and interest.
Instructional assessment mode	The instructional assessment method pays too much attention to the results and ignores the process, which leads to the lack of practical experience and innovative thinking of students.

With the continuous development of music education and the improvement of students' music literacy, the demands and expectations of students in vocational schools for solfeggio courses are

constantly changing [9]. They hope that the course content can be closer to reality and practical, and also hope that teachers can adopt more vivid and interesting instructional methods to stimulate their learning interest and creativity. In addition, students also hope that through the study of solfeggio course, they can improve their musical literacy and skill level and lay a solid foundation for the future development of music.

4. Application strategy of Kodály Approach in solfeggio and ear training in vocational schools

Kodály Approach emphasizes students' subjectivity and practicality, and pays attention to learning music through personal participation and experience. This coincides with the teaching goal of solfeggio course in vocational schools. By using Kodály Approach, students can actively participate in the learning of solfeggio course and improve their learning effect and interest.

The specific application strategy is designed as follows:

(1) the combination of rhythm training and Kodály Approach

Rhythm is the skeleton of music, and mastering rhythm is very important for learning music. The rhythm training method in Kodály Approach is unique, which makes full use of body movements, such as clapping and stepping, to help students better feel and understand the rhythm of music. This instructional method not only makes the abstract rhythm vivid and tangible, but also enables students to deeply understand the rhythm in practice.

In order to further enhance students' innovative thinking and practical ability, teachers can guide students to independently create rhythm patterns. This can not only exercise students' sense of rhythm, but also stimulate their creativity and imagination. In the process of composing, teachers can provide necessary guidance and help, so that students can gradually master the skills and methods of rhythm composing.

(2) the integration of pitch training and Kodály Approach.

Pitch is the basis of music singing and playing, which is very important for music learners. In pitch training, the gesture roll-call method in Kodály Approach is a very effective training method. This method expresses different pitches through the high and low positions of gestures, so that students can perceive the change of pitch more intuitively when singing.

In teaching practice, teachers can first demonstrate the correct correspondence between gestures and pitch, and then let students imitate and practice. Through repeated training and correction, students can gradually establish an accurate concept of pitch and improve the accuracy of pitch. Furthermore, teachers can also combine specific music works for pitch training, so that students can consolidate and improve their pitch ability in practice.

(3) The connection between music perception and Kodály Approach

Music perception ability refers to the ability to perceive and understand the melody, rhythm and harmony of music. Multi-voice chorus training in Kodály Approach is a very effective method to improve music perception. In chorus training, students need to learn to listen to the melody and rhythm of other parts, so as to better understand and master the overall structure and connotation of music.

In the training of multi-part chorus, teachers can let students practice the melody of each part first, and then gradually merge into multi-part chorus. In the process of chorus, teachers need to guide students to listen to other voices and feel the effect of harmony and the layering of music. Through this kind of training, students can not only improve their musical perception, but also cultivate teamwork spirit and collective sense of honor. Furthermore, teachers can also combine specific music works for multi-voice chorus training, so that students can deeply understand and feel the charm of music in practice.

5. Practical case analysis

This section selects a representative piece of music, and uses Kodály Approach to practice solfeggio, aiming to explore the advantages of this instructional method in improving students' musical literacy and skills compared with traditional methods. In order to ensure the objectivity and

accuracy of the research, this section adopts the method of comparative analysis, and directly compares the effect of Kodály Approach with the traditional instructional method. First of all, a well-known and complicated music piece is chosen as the teaching material. This choice not only ensures that students are familiar with it, but also provides enough challenges to comprehensively test students' musical skills. In the teaching process, it is carried out in strict accordance with the principles and methods of Kodály Approach. This includes gestures, rhythm training, chorus practice and other ways to enhance students' sense of rhythm, intonation and musical expression. Furthermore, this article also pays attention to stimulating students' interest in learning, encouraging them to actively participate in music creation, and cultivating their innovative thinking and practical ability. In order to scientifically assess the instructional effect, students' musical literacy and skills were tested before and after teaching. The test contents include but are not limited to mastering intonation, rhythm perception, reading ability of music score, etc. The specific results are shown in Table 2.

Table 2 Improvement of instructional effect

Test item	Average score before teaching	Average score after teaching	Lifting range
Pitch mastery	75	90	+15
Rhythm perception	70	85	+15
Music reading	65	80	+15
Musical expressive force	70	85	+15
Learning interest	60	80	+20

By comparing and analyzing the test data before and after teaching, we find that students' skills have been significantly improved under the guidance of Kodály Approach. In addition, this article also invited students to give teaching feedback. Students generally reported that Kodály Approach made them understand the connotation of music more deeply and improved their interest in learning and self-confidence. Furthermore, the students also put forward some valuable suggestions for improvement, such as increasing more practical opportunities and providing more music materials.

To sum up, through the teaching practice in this section, we deeply realized the unique advantages of Kodály Approach in improving students' musical literacy and skills.

6. Conclusions

The research in this article shows that the implementation of Kodály Approach in solfeggio course in vocational schools has achieved remarkable application results. Students' sense of music rhythm, intonation and music perception have been significantly improved. Compared with the traditional instructional method, Kodály Approach can stimulate students' interest in learning and improve their learning enthusiasm and autonomy. Furthermore, this instructional method also promotes the cooperation and communication among students and cultivates their teamwork spirit. However, there are also some problems in the process of implementing Kodály Approach. Some students need some time to adapt to the new instructional methods, especially in complex music activities such as multi-voice chorus, and their coordination ability needs to be improved. In view of these problems, it is suggested that teachers should practice Kodály Approach step by step, starting with simple music activities, and gradually improve students' adaptability and musical literacy.

In the future, music education in vocational schools should pay more attention to cultivating students' practical ability and innovative thinking. Kodály Approach, as an innovative and effective instructional method, will play a more important role in music education in the future. Furthermore, with the continuous development of music education technology, vocational schools should actively explore the combination of modern technology and Kodály Approach to provide students with more colorful music learning experience.

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