

Application of Orff Teaching Method in Preschool Piano Class in Higher Vocational Education

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Abstract: Piano course of preschool education major in higher vocational education is a required professional skill course of preschool education major in higher vocational education. It is a comprehensive course integrating theory, technology and practice. It is the main course for training qualified preschool teachers. Under the background of China's teaching reform, higher vocational colleges hope to enrich their education mechanism and achieve the goal of teaching reform by learning new methods, new ideas and new systems. Based on this, based on the educational background of preschool education in higher vocational colleges, this paper studies the feasibility of the application of Orff music teaching method in piano class, and puts forward effective application strategies, so as to improve the comprehensive quality of piano class teaching and complete the task of cultivating professional talents in Higher Vocational Colleges in the new era.

1. Introduction

The training goal of preschool education major in higher vocational colleges is the future preschool educators. Piano course is a compulsory course for students of this major. Piano teaching should not only improve students' piano playing level, but also improve students' comprehensive music literacy. Therefore, the teaching effect of piano class plays an important role in the future kindergarten teaching work of students, and it is a vocational skill that must be mastered by the students of preschool education major in higher vocational colleges. However, it is noteworthy that the traditional piano teaching mode is still being used in the current practical teaching of piano lessons for preschool education majors in higher vocational colleges, whether in teaching methods, teaching contents or teaching methods. In the classroom, the teaching method of "teachers speak, students listen" is still adopted. Students' interest in learning is low, and they are only limited to playing a few songs. They are also passive in accepting knowledge, and can not actively participate in the classroom. Their thinking ability and innovation ability can not be exercised. Orff teaching method is one of the three most influential music teaching methods in the world. In terms of concept, it advocates the "original" of art, advocates the integration of sensibility into art, and returns to human nature. In terms of teaching content, it pays attention to the comprehensiveness of teaching, integrating music, dance, song and poetry. In terms of teaching methods, it pays attention to the innovation of art education and improvisation. Therefore, the unique teaching ideas and innovative teaching methods of Orff music education system can play a good role in guiding and drawing lessons from preschool piano lessons in higher vocational colleges.

2. Connotation and Characteristics of Orff's Teaching Method

2.1. Connotation of Orff's Teaching Method

Orff teaching method was founded by Karl Orff, a famous musicologist in Federal Germany, and formed a unique music education system in the process of continuous exploration and development. It can be said that it is a kind of teaching mode with cultivating students' interest and improving students' music literacy as the core. This kind of music teaching method points out that the traditional imitation teaching is only a simple form, so students should be the main body, through dance, movement and other aspects to understand and learn music knowledge, and guide students to

actively participate in teaching activities. In terms of teaching methods, it advocates that all students should be active, participate in and experience the fun of music in teaching practice, and encourage students to create music according to their own understanding. It pays more attention to students' participation in the teaching process than the teaching results.

2.2. Characteristics of Orff's Teaching Method

Orff teaching, as an influential music teaching method in the world, marked by "original music", is a free, open and creative music education system. Among the basic characteristics of Orff's teaching method, comprehensiveness is the basis of Orff's teaching method. Improvisation is the soul of Orff's teaching method. Participation is the means of Orff's teaching method. Nativity is the inexhaustible motive force for the development of Orff's teaching method. Although Orff teaching method has these advantages and characteristics, teachers can not copy them all in the actual teaching application. They should also introduce and learn from them according to their own subject characteristics and teaching content, so as to better integrate Orff teaching method into the subject.

3. The Feasibility of Applying Orff Teaching Method in Preschool Piano Class in Higher Vocational Education

3.1. Adapting to the Characteristics of Students Majoring in Preschool Education in Higher Vocational Colleges

When students majoring in pre-school education in Higher Vocational Colleges enter the school, most of them are high school graduates aged about 18. They grow up in the mode of exam oriented education and have a certain cultural foundation. Therefore, students' understanding ability is strong, but their cultivation in music art is weak. Even some students have never been exposed to music, and their sense of rhythm and music are not ideal. In the aspect of piano learning, as students' bones are close to adults, their finger functions have been finalized, their flexibility is not very good, and they have missed the best age to learn piano. Therefore, in the process of learning piano, if students do not understand the emotion of music, they just mechanically move their fingers. When their finger functions fail to meet the requirements, they will lose their self-confidence in learning, which will directly affect their learning behavior and learning process. The idea of Orff's teaching method is to develop students' original education and attach great importance to the role of music in human development. It emphasizes that music education needs to start from the reality of students, focus on stimulating the vitality of each participant, pay attention to the development of students' personality, require students to personally participate in exploring music knowledge, and pay attention to the participation of music and the fun of games. In piano teaching activities, students can freely express their inner feelings by participating in the class. This can better mobilize students' interest in learning, stimulate students' learning initiative, relieve the pressure of psychological tension, let students understand their own advantageous projects in their participation, enhance students' self-confidence, and stimulate students' motivation to learn piano.

3.2. Adapting to the Training Objectives of Piano Class for Preschool Education Majors in Higher Vocational Education

The training goal of piano course for preschool education major in higher vocational education is to cultivate students' comprehensive abilities in piano playing, improvisational accompaniment and children's song playing and singing, improve students' understanding, analysis and appreciation of music works, and make students become qualified kindergarten teachers with kindergarten music teaching practice ability and innovation ability. This training objective is closely related to students' future career needs. By applying Orff's teaching method in piano lessons, teachers can encourage students to give play to their imagination through various music activities, and carry out different forms of improvisational composition and creative performance for children's songs, so as to improve students' improvisational accompaniment ability and creativity. Orff instruments can also

be used to accompany music (see Figure 1), so that students' performance is like that of a band, which not only cultivates students' sense of music rhythm, but also improves students' ability to improvise accompaniment, making students more interested and efficient in learning piano. At the same time, the skills and skills that piano performance needs to master can also be obtained through a variety of training methods of Orff teaching method. Therefore, the use of Orff teaching method in piano lessons of preschool education specialty in higher vocational education is consistent with its training objectives.



Figure 1 Orff instrument

4. Application Strategy of Orff Teaching Method in Preschool Piano Class of Higher Vocational Education

4.1. Establishing the Consciousness of Implementing Orff Music Teaching Method

First of all, teachers should actively study Orff's music teaching method, explore the road of localization development of this teaching method, integrate this teaching method with the teaching content of preschool piano lessons, actively learn relevant educational concepts, and then improve the teaching quality of piano lessons. Secondly, teachers should make clear the teaching objectives and educational ideas, so as to pave the way for the proper implementation of Orff's music teaching method. For example, teachers can carry out piano teaching activities with the goal of "improving students' innovation ability", create a preschool education situation, and encourage students to flexibly use piano knowledge and skills to innovate and practice according to the situation. By analyzing the students' innovative achievements, teachers can clarify the advantages and disadvantages of piano teaching, optimize the relevant implementation strategies, and implement the educational goal of Orff's music teaching method. Finally, teachers should adjust the teaching objectives according to the students' piano learning situation, optimize the education strategies, use Orff music teaching method as a link to shorten the distance between students and piano lessons, and achieve the goal of improving the teaching quality of piano lessons.

4.2. Changing Teachers' Education Conception

First of all, teachers should learn the people-oriented teaching concept, actively understand, analyze and approach students, examine the implementation of Orff's music teaching method from the perspective of students, examine the preschool piano classroom in higher vocational colleges, lay a good educational tone, and abandon the old concept of developing piano teaching activities from the subjective perspective of teachers. Secondly, teachers should learn the teaching concept of building virtue and cultivating people, carry out piano teaching activities from the perspectives of ideological conduct, emotional attitude and personal ability, use Orff music teaching method to output music knowledge from multiple angles, improve students' piano performance ability, ensure that students can gain a lot in steel piano lessons, and lay a foundation for improving their professional quality. Finally, teachers should actively study the concept of teaching and research, clarify the necessity of teaching and research, and think about the weak links in the application of Orff music teaching method through teaching and research after the piano teaching, so as to allocate piano teaching resources, optimize relevant teaching strategies, improve teachers' teaching ability and the ability to control Orff music teaching method, and improve the quality of preschool piano

teaching in higher vocational colleges while scientifically implementing this teaching method.

4.3. Innovating the Implementation Mode of Orff Music Teaching Method

First of all, teachers should learn advanced educational means based on the background of educational reform, flexibly use relevant educational means to innovate Orff music teaching method according to the actual situation of piano teaching, aiming to meet the personalized learning needs of students' Piano knowledge and skills, improve students' practical efficiency, and mobilize students' enthusiasm for autonomous learning. Secondly, teachers should subvert the normal of educating people, clarify the practical requirements of preschool education on the comprehensive quality of talents, and use this as an excuse to enrich the implementation mode of Orff music teaching method, so that students can apply what they have learned. For example, teachers can adopt the information technology teaching method. When explaining piano professional knowledge, they can adopt the mode of educating people with pictures, text and sound. Pictures are used to show piano fingering, guide students to practice independently according to pictures, accompanied by text explanations, and video demonstrations, so as to improve students' self-study efficiency, help students' practical experience, and achieve the purpose of innovating the implementation mode of Orff music teaching method. The innovation of educational methods cannot be done once and for all, which requires teachers to summarize innovative teaching experience and pay attention to the specific performance of students in piano lessons, aiming at clarifying the direction of innovative teaching, adjusting the educational objectives of piano lessons, building a relaxed and free teaching atmosphere and improving the teaching efficiency of piano lessons.

5. Conclusion

To sum up, in order to promote the steady development of preschool piano education in higher vocational colleges, teachers should, on the premise of accepting Orff music teaching method and related education ideas, establish the implementation awareness of Orff music teaching method, change teachers' education ideas, and innovate the implementation mode of Orff music teaching method, so that students can continuously improve their core qualities in the process of learning piano knowledge and related professional skills. This highlights the educational advantages of Higher Vocational Colleges and lays a foundation for students to engage in preschool education in the future.

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