

Research on the Application of Orff Music Rhythm in Rural Preschool Children's Education

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Abstract: In the context of rural revitalization, we aim to improve the level of rural kindergartens, allowing rural children to learn advanced music courses like children in more developed areas. We have specially innovated a set of action courses that distinguish from traditional Orff music, which can achieve the same teaching quality and learning effects while reducing costs. Preschool education is an important part of children's growth, and we need to accelerate the resolution of the current problems in music courses in rural kindergartens. Therefore, this article analyzes why it is necessary to promote Orff music rhythm in rural areas, the benefits of promoting Orff music rhythm in rural areas, and the problems of Orff music rhythm in rural gardens, in order to explore methods to solve the above problems.

Orff's teaching method was proposed by Carl Orff, a famous German music educator. After years of development and dissemination, it has become a music education system that is the most widely spread and influential in China's music education. Orff music teaching combines music and games that interest young children, advocating for improvisation and free and open teaching. The teaching philosophy and methods of the Orff music teaching method are suitable for the development of children's thinking [1]. In Orff music teaching, teachers abandon the traditional "replicator" mode of music teaching and allow each child to participate independently, hands-on, mouth and foot movements, singing, playing, dancing, and playing games. They independently use various music elements to design music, actions, and plot, and perceive and create music through experience and creation, Promote improvisation and free imagination in each specific educational context. The innovation that distinguishes it from traditional Orff music education is to create a set of Orff movements that children can accept, greatly reducing the difficulty of the activity and making it easier for children to master. However, the current promotion status of Orff in China should still be taken seriously.

1. Why advocate for Orff music rhythm in rural areas

People located in rural and remote areas, through long-term daily and production processes, have formed folk music passed down from mouth to mouth to express their longing and love for a better life. In this context, combining the rhythm of Orff music with traditional Chinese rural music can quickly make Orff music accepted and loved by rural children. From the perspective of children's interests and playfulness, Orff's music rhythm encourages them to participate in music activities,

thereby cultivating their initiative, creativity, imagination, and more. The purpose of Orff music education and teaching is to cultivate young children's sense of music, as well as their focus and coordination abilities with their hands, eyes, and feet. Advocating the rhythm of Orff music in rural and remote areas can immerse every young child participating in the course. By utilizing the ups and downs of rhythm and rhythm, it can greatly alleviate the pressure on music education and teaching activities, delight their body and mind. Children sing and play along with the music, allowing them to integrate into the music team and become their own singers and performers. So, carrying out Orff music rhythms in rural areas can make young children enjoy music activities.

2. The benefits of promoting orff music rhythm in rural kindergartens

2.1. Expand children's imagination space and cultivate their imagination and creativity

The advantages of Orff music education are conducive to stimulating children's creative abilities. The key to allowing young children to freely create is to "let go", which is to give them freedom, allow them to fully play, and enable them to express their creativity according to their own understanding. During the process of Orff music activities, teachers generally do not interfere excessively and only ask critical questions at critical moments, giving children ample room to fully utilize. All links in the activity allow children to freely create, and Orff's teaching practice is precisely through this flexible method to open the door to children's imagination, putting them into the free sky of imagination and imagination to gallop.[2]

2.2. Creating an atmosphere that fully promotes children's aesthetic perception

Children's perception of beauty is intuitive, and they can directly respond when discovering beautiful things. When they recognize new things, their actions rely on intuition. In teaching, we design intuitive actions to guide children to actively engage in interaction, gain rich visual experiences, and infinite imagination. At the same time, we use diverse teaching media to enrich children's understanding of the things they express.

2.3. Stimulating children's interest and fully mobilizing their attention and memory

In Orff music teaching, teachers use various lively and diverse teaching methods such as finding drums, finding different sounds, and dancing with songs to activate various organs throughout the body of young children. This not only enhances interest and attention, but also promotes the improvement of students' memory. And music can cultivate children's prosocial behavior, such as the "cooperative behavior" between children in activities.

2.4. Dilute teaching objectives and enhance children's interest in learning

The playful Orff music activities have changed the previous form of solely based on professional teaching objectives, better attracting children to voluntarily, happily, and tirelessly play and create in the music. Teachers can generate subsequent music activities based on children's feedback. In teaching, teachers can remind children to use movements to express their feelings towards music and improvise with the rhythm of the music, which can fully enhance their interest in learning.

2.5. Creating an Activity Atmosphere and Cultivating Children's Exploratory Spirit

Orff music fully demonstrates children's creative abilities, allowing them to explore sounds in games, try to improvise actions using language and self-created actions, and express their

understanding of relevant music. Allowing any "demonstration" in Orff music activities indicates that children are born with exploratory abilities. Orff music education provides ample space for young children to explore and tap into their potential.

2.6. Cultivate the ability of young children to unite and collaborate through group cooperation

In traditional music classes, young children, as independent individuals, learn on their own. Compared to Orff music classes, we bring children into a collaborative atmosphere and teach them to obey arrangements and commands in activities, which is much better than teachers directly giving orders. During the process of playing, one should perceive the connotation of music, strengthen emotional communication and connections between people, enhance cooperation awareness and the ability to coordinate and communicate in groups.

3. Problems in the implementation of orff music rhythm education in rural kindergartens

In the 1980s, Liao Naixiong, the director of the Research Institute of Shanghai Conservatory of Music, went to Germany for exchange and learning. He first introduced the theory of Orff music education and teaching into China, and began various research and practice on Orff music rhythm education and teaching. This is the true, essential, and initial exploration of Orff music education and teaching theory in China. Like other emerging educational and teaching theories abroad, it is inevitable to encounter difficulties and obstacles on various paths of exploration. In the following decades, the development process of Orff's music education theory education and teaching experienced twists and slow progress. Nevertheless, we still believe that the teaching of Orff's music rhythm education has great potential for development and enormous room for improvement. With the continuous development and changes of infant and young child education in China, Orff music rhythm education and teaching have received widespread attention from society. In this context, the quality of music education and teaching for preschool children in rural and remote areas has improved, but there is still significant room for improvement.

3.1. The Traditional Music Education Teaching Model Affects Teachers' Music Education Teaching

With the continuous deepening of national education reform, contemporary preschool teachers' music education and teaching will also be influenced by traditional education and teaching models, especially in rural and remote areas of kindergartens. There are still a large number of preschool teachers who have biases towards the teaching value, goals, and key and difficult points of Orff's music rhythm education. The traditional music education teaching method mostly involves music teachers performing sight-singing, while young children learn and imitate. In music classes, young children listen to the teacher's explanations and demonstrations, and then learn and sing together according to the teacher's rhythm. The content is constantly mentioned and repeated during the activities, which leads to a very dry atmosphere for music education and teaching activities for young children.[3] The main reason for this series of problems is that teachers neglect young children's feelings of music beauty in the process of conducting early childhood music education and teaching, demonstrating that teachers are the main body rather than young children. In addition, teachers lack understanding and guidance on the beauty of young children's music in terms of guidance. As the saying goes, "Interest is the best teacher for young children. In music activities, teachers attach great importance to the education and teaching of music skills while neglecting the development of children's interests, so many children lack exploration and love for music. Once it causes young children to not be able to enjoy music, it will affect their understanding of music knowledge and their

initiative to participate in Orff music activities.

3.2. Music education has a single teaching method, few teaching activities, and low quality

The teaching of early childhood music education has certain particularity. Young children are relatively young and have a lower level of physical and mental development, so their ability to cooperate with teachers in Orff music rhythm education and teaching is relatively poor, and they are easily distracted. In the process of teaching Orff music rhythm education, teachers can attract children's attention through interesting activity content and a variety of teaching methods. They cannot encourage children to cooperate with teaching activities through scolding or belittling. In the reality of Orff music rhythm education teaching, many teachers' teaching methods are relatively single. When organizing music education teaching activities for young children, they attach too much importance to interest and neglect teaching, resulting in poor quality of teaching activities and failing to achieve the ideal goal of auxiliary teaching. In addition, there are also some teachers who have extremely low requirements for young children and only want to complete their own educational and teaching work, as long as there are no fundamental mistakes in their work. These teachers do not care about what kind of experience young children can gain in music activities.

3.3. Disrespecting the laws of physical and mental development of young children

Affected by the age of young children, their physical and mental development is incomplete. Physically, it is mainly reflected in the incomplete development of the vocal area, while psychologically, it is reflected in poor logical thinking, lack of concentration, and severe emotional reactions, with a focus on neglecting the self-centeredness of young children. Many preschool teachers often feel powerless when carrying out Orff music rhythm education and teaching, which is closely related to the neglect of the physical and mental development laws of young children. It is normal for young children to sing incorrectly. Many preschool teachers overlook this practical issue, allowing children to practice the same song continuously, resulting in children feeling bored and bored with music activities. Not conducive to cultivating children's interest in music in the future. Furthermore, preschool teachers overlook the practical characteristics of poor logical thinking, insufficient attention span, and emotional exposure in young children, blindly recognizing these common phenomena as individual characteristics and lacking effective attempts, which to some extent has a negative impact on the physical and mental development of young children. [4]

3.4. Lack of localization in music education teaching methods and theories

Many excellent and advanced music education teaching methods and theories were introduced from abroad to China. There are significant differences in cultures and customs among different countries, so when preschool teachers apply music education and teaching concepts in different countries, if they do not make choices or improvements, they often cannot achieve good educational and teaching results for young children.[5] Currently, many preschool music teachers have no purpose or flexibility in applying the teaching philosophy of Orff music rhythm education abroad, and have not conducted research based on their own music education teaching objectives. They lack localization of Orff music rhythm education teaching, which to some extent affects the effectiveness of application.

3.5. Insufficient teaching conditions

In terms of resource allocation, the Orff music teaching resources provided by rural kindergartens

are limited. True Orff music teaching requires standard and professional equipment. Among them, there are various percussion instruments including Orff's professional instruments, as well as systematic, localized, and operable music textbooks, with high requirements for teachers. Located in remote rural areas, early childhood teachers are most and most convenient to use the sounds made by human body parts as the rhythm of Orff music teaching activities. Therefore, creating a set of Orff movements and applying them in rural areas is very important.

4. Exploration of solutions to the problems of orff music rhythm in rural parks

4.1. Support from National Governments

After investigation, it was found that the implementation of Orff music teaching in rural kindergartens is not ideal, with low coverage, insufficient teaching experience of teachers, and few successful experiences to learn from. In response to the lack of teaching theory in rural kindergartens and the lack of successful experience to draw on, the government can establish a relevant Orff music research group to provide theoretical support and practical methods for carrying out Orff music teaching in kindergartens. It can also convene a group of people with relevant music professional knowledge to develop and pilot Orff music movements, and promote the research results to various kindergartens. Finally, the government should establish a complete evaluation and feedback system for Orff music, provide correct evaluation standards for relevant teaching personnel engaged in Orff music, strictly control the implementation of Orff music, maximize the advantages of Orff music, and promote the development of young children.

4.2. Establishing Linkages between Parks

Combining the geographical characteristics and cultural differences between the North and South regions, the North and South kindergartens have achieved linkage. The kindergartens can share experiences with each other, discuss teaching differences, accurately grasp the characteristics of their own regions and children's development, try to develop courses in different regions, and explore the different possibilities of implementing the Orff music teaching method. In addition, in addition to establishing linkage between urban parks and rural parks, the government will lead the way to achieve one-on-one assistance between urban parks and rural parks. Provide assistance to rural kindergartens with low professionalism through urban parks that have profound research on Orff music teaching and have some successful teaching experience. The implementation method can be an exchange meeting between kindergartens, or a talent exchange lasting three months or more. Establish linkage between rural parks, exchange implementation experiences, discuss problems in the teaching process, explore solutions, achieve resource sharing, and improve the professionalism and scientificity of rural teaching.

4.3. Personal learning of teachers

Advocate early childhood teachers to combine the characteristics of the special development group of young children and correct their teaching attitude. Teachers should not focus solely on completing teaching tasks in the teaching process, but should pay more attention to the emotional and emotional feelings of young children during the teaching process, in order to improve the ability of Orff music to cultivate young children's ability to feel, experience, discover, and create beauty. Orff music teaching requires high professional abilities from preschool teachers, which requires them to strengthen their understanding of the profound connotations of Orff music teaching, correctly grasp its teaching essence, and learn professional knowledge of Orff music. The most obvious characteristic

of school-age children is their playfulness. Their learning is mainly carried out in the form of games, and being lively and active is a characteristic of young children. Therefore, the selection and implementation of teaching content must have gamification. On the one hand, the teaching content should be interesting and creative, allowing young children to focus on it and recreate it according to their own interests; On the other hand, the games carried out should be diverse and innovative enough to ensure that young children can apply unintentional attention patterns, better cooperate with teachers' teaching, and achieve good results.

Orff music education focuses on examining teachers' mastery of musical rhythms and equipment, knowing how to use rhythms to guide the development of children's musicality, proficiently mastering musical rhythms and Orff instruments, making regular and repeatable simple movements based on the nature, beat, and speed of music, and providing targeted guidance based on different children's behavioral feedback.

4.4. Improvement of teaching methods

In the context of the rural revitalization strategy, we will focus on the large group of rural preschool children, care about their physical and mental health development, and make them happy. In terms of teaching methods, innovative Orff rhythms are used to develop the personality of preschool children and cultivate their ability to communicate effectively. In terms of teaching form, it should be different from traditional music teaching classrooms, shifting from a teacher centered activity position to a child centered position, so that preschool children can truly participate in music activities. Music teaching does not necessarily focus on teachers' classes, but can also be taught by creating game scenarios and organizing music games. Music games are game activities designed based on the characteristics of music rhythm fluctuations, and they are a novel rhythmic activity. It is mainly reflected in the relationship between games and music, where music and games promote and complement each other. The biggest feature of children's music games is "musicality and happiness", allowing children to feel and learn music in the game, and experience the emotions that music wants to convey. Children will learn the basic elements of music such as melody, rhythm, and rhythm while playing with their peers, in order to achieve the goal of learning music. In terms of teaching content, based on the foundation of music learning, elements such as singing nursery rhymes, body movements, dance performances, dramas, and even theme paintings are integrated to cultivate children's comprehensive qualities of expressing themselves in multiple forms. Young children can master rhythm not only through singing, but also through nursery rhymes, riddles, games, nursery rhymes, poetry, and rhythmic exercises. In terms of teaching methods, reading aloud can also be used to cultivate students' sense of rhythm, and the emotions of music can also be felt based on the movements designed by oneself. The Orff teaching method draws on advanced teaching methods from the world, leverages strengths and avoids weaknesses, and forms its own unique teaching method. Our innovation is based on the original unique foundation, with lower costs, and is more suitable for rural kindergartens in the context of rural revitalization.

5. Conclusion

In summary, the implementation of Orff music education has great benefits for the development of young children. However, it requires teachers to establish a curriculum system that is easy for children to accept, and at the same time, distinguish between the more cumbersome music courses abroad, and create a complete curriculum that is suitable for our young children. Of course, it also requires government investment to facilitate the implementation of the project. Ultimately, let young children develop healthily in a scientific education system.

Acknowledgement

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