

Research on the Integration of Orff Teaching Method Localization and Preschool Music Teaching in Colleges and Universities

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Abstract: Orff teaching method is a child-centered music teaching method proposed by German music educator Carl Orff. It cultivates children's musical ability and comprehensive quality through experiential, interactive and creative ways. In preschool music teaching in universities, localization means combining Orff's teaching method with China's preschool music education practice, taking into account the characteristics of preschool education in China and the needs of students, and making appropriate adjustments and improvements. This involves selecting teaching materials, teaching aids and activities suitable for preschool music teaching in China, and designing teaching contents and methods according to the characteristics of China students. This paper puts forward that Orff's teaching method should be combined with China's traditional music culture to form a unique teaching mode in preschool music teaching in universities. This requires researchers to deeply understand the characteristics of China's traditional music culture and integrate it into Orff's teaching method, so that students can not only get in touch with the ideas and methods of western music education, but also experience and inherit China's traditional music culture. Through the study of localization and integration, it can also promote the wide application of Orff teaching method in China, and provide reference and enlightenment for preschool music education in other countries.

1. Introduction

Orff teaching method is a music teaching method founded by German music educator Carl Orff [1]. Based on children's physical and mental characteristics, it cultivates children's musical perception, expression and cooperative spirit through games, singing, dancing and playing musical instruments [2]. The localization of Orff's teaching method refers to combining Orff's teaching method with specific regions and cultures to make it more suitable for the local preschool music teaching environment and the needs of students [3]. This requires teachers to deeply understand the cultural background, musical traditions and educational needs of local students, and adjust and adapt the elements and methods in Orff's teaching method accordingly. For example, local folk songs and traditional music can be selected as teaching materials, combined with local dance and musical instrument performance forms, so that students can understand and accept the teaching content more easily [4]. The research on the integration of preschool music teaching in universities

refers to the research work of combining Orff teaching method with the professional courses of preschool education in universities [5]. Music education is an important content in pre-school education in universities, and Orff teaching method, as an innovative music teaching method, can enrich the teaching means and teaching content of pre-school music teaching in universities.

Orff's music education is a worldwide influential music education concept, and it is a new model of preschool education [6]. In recent years, with the attention of our society and government to preschool education, the quality of preschool education has been widely concerned. In this situation, Orff music education has been widely introduced into preschool education because of its many teaching ideas suitable for preschool education, and has become an important part of preschool quality education [7]. At present, some domestic scholars have done a good job in promoting Orff's music education, but due to various reasons, the pre-school education majors in universities have not achieved good results, mainly as follows: First, the pre-school education majors in universities have insufficient understanding of the value of Orff's music education in pre-school education, and they have not carried out relevant courses or training; Second, there is no effective way to introduce it, which is a mere formality, so that students can learn but not apply it. As a pre-school education major in universities that trains preschool teachers, if Orff's music education system is not effectively introduced into the teaching system, graduates who step into their jobs will be "ignorant, unable to use it, and afraid to use it". This is why preschool teachers who have taken relevant courses in universities have to re-learn Orff's music teaching method through training and other means.

2. Orff teaching method in college preschool music education problems

The application of Orff teaching method in pre-school music education in universities faces some challenges. The first is the quality and training of teachers, because Orff teaching method requires teachers to have certain theoretical knowledge and practical experience in music education [8]. However, there may be differences in teachers' musical background and professional quality in preschool education majors in universities. Therefore, the training of teachers has become an important issue, and it is necessary to provide systematic training courses so that teachers can deeply understand Orff's teaching method and use it flexibly. Another problem is the curriculum and time limit. The curriculum of preschool education in universities is usually compact and time is limited. This brings challenges to the integration of Orff teaching method [9]. It may be necessary to adjust the course, increase the content related to Orff's teaching method, and provide students with enough practical opportunities. At the same time, the selection of teaching materials and resource support is also a key issue. Orff's teaching method needs to be supported by corresponding teaching materials and resources, including songs, dances and musical instruments. In pre-school music education in universities, it is necessary to choose teaching materials suitable for students' level and teaching objectives, and provide corresponding musical instruments and equipment. This requires schools and teachers to make adequate resource preparation and preparatory work [10]. In addition, the teaching environment and practice opportunities are also a problem that needs to be solved. Orff teaching method pays attention to students' participation and interaction, and needs a good teaching environment and corresponding practical opportunities. However, the teaching environment and practical conditions may be limited in the pre-school education major in universities [11]. Therefore, we need to think about how to create teaching space and opportunities conducive to the implementation of Orff's teaching method, such as cooperating with kindergartens or music education institutions to provide places and opportunities for practical teaching. The application of Orff teaching method in preschool music education in universities is shown in Figure 1.

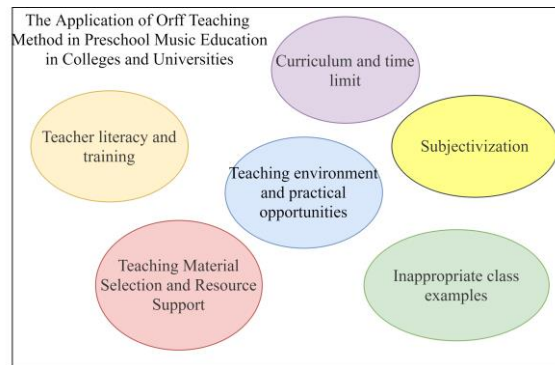


Figure 1: Orff teaching method in the application of pre-school music education in universities

In order to solve the above problems, the joint efforts of schools, teachers and relevant departments are needed. The university should strengthen teacher training by offering professional knowledge and skills training in the Orff teaching method. Curriculum adjustments should also be made to incorporate more content related to the Orff teaching method. Additionally, the university should provide teaching resources, select appropriate teaching materials, and ensure the availability of suitable musical instruments. Furthermore, the university can create a conducive teaching environment and practical opportunities for teachers by collaborating with kindergartens or music education institutions. These measures will facilitate the effective application of the Orff teaching method in preschool music education at universities, ultimately enhancing the quality of education and students' music literacy.

3. Orff teaching method localization implementation strategy

3.1 Emphasize the correct orientation and objective thinking of teachers and students

In the application of Orff's teaching method, colleges and universities must emphasize the correct orientation of teachers and students, that is, first of all, Orff's teaching method is only a teaching method and should be subject to a higher level of teaching philosophy, so the teaching method must be based on the "people-oriented" concept in China. Teachers should put students in the leading position, and they should take the objective needs of students as the direction. Under the direction of correct orientation and objective thinking, teachers should make a series of reforms in teaching. For example, teachers should communicate with students more to understand their music preferences, and then choose music according to students' preferences, which will make students feel substituted for music and create a good atmosphere for classroom music learning and perception. Orff teaching method will have a good role to play. For example, teachers can screen popular music suitable for classroom use, guide students to participate in classroom games and interactions, master corresponding music skills, and then ask the question: "What music should we choose in the preschool education environment for the same teaching purpose?" This problem puts students in the position of "pre-school teachers" to think, cultivate their sense of professional responsibility and work consciousness, and stimulate their independent thinking ability. At the same time, teachers encourage students to improvise activities to adapt to the teaching situation of children. Through the setting of these links, on the one hand, students' interest in participating in the classroom is stimulated and their musical performance ability is improved; On the other hand, moisten things silently and guide them to combine classroom knowledge with work practice, think independently and create independently. This method can obviously give full play to the role of Orff teaching method under the educational concept of our country, which is conducive to the localization of this teaching method.

3.2 Cultural Integration and Localization of Teaching Materials and Resources

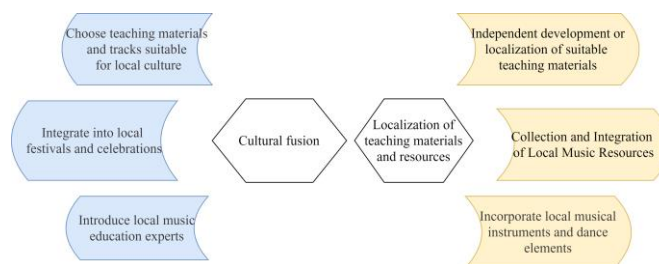


Figure 2: Cultural Integration and Localization

When Orff teaching method is introduced into China, we should actively consider the local cultural characteristics and educational needs and integrate with the local culture. You can choose music tracks and dance forms suitable for local students' preferences and interests, and integrate cultural elements into teaching as shown in Figure 2. Doing so can not only increase students' interest in music education, but also promote their recognition and inheritance of local culture. In order to adapt to the local educational environment and the needs of students, the teaching materials and resources of Orff's teaching method also need to be localized. You can develop or choose teaching materials that meet the local cultural background, language characteristics and educational goals. These textbooks can include local folk songs, nursery rhymes and stories, as well as corresponding supporting musical instruments, dance movements and visual materials. In addition, local music education institutions, cultural groups and other partners can be used to share resources and customize and update teaching materials. Through cultural integration and localization of teaching materials, Orff teaching method can be closer to students' actual situation and cultural background, and the effectiveness and attraction of learning can be improved. This not only helps to cultivate students' interest and love for music, but also promotes their inheritance and development of local culture. At the same time, in the process of localization of Orff teaching method, it is necessary to pay attention to the individual differences and characteristics of students. Teachers should flexibly adjust teaching strategies according to students' needs, so that every student can get music education suitable for them. Through group cooperation and individual guidance, we can meet the learning needs of different students and stimulate their creativity and expression ability. In addition to the classroom, the participation of family and community is also crucial. Encourage parents to actively participate in and support students' music learning and establish a good cooperative relationship between home and school. Parent training and interactive activities can be organized to let parents know the concept and method of Orff's teaching method, and to pay attention to and support children's music education with teachers. In a word, the implementation strategies of Orff's localization of teaching method include cultural integration and localization of teaching materials resources. By fully considering the local cultural characteristics, educational needs and individual differences of students, the combination of Orff teaching method and local culture can improve the teaching effect and students' participation, and promote the inheritance and development of local culture.

3.3 Optimization evaluation idea

In the application of Orff's teaching method, teachers should attach importance to evaluation, otherwise they will not be able to carry out targeted teaching without understanding the learning situation, but teachers should also be fully aware of the music level of preschool education students in China, so teachers' evaluation ideas and methods should be optimized and adjusted. For example, teachers should encourage students who have no music foundation, whether their works are beautiful or not, so that students can continue to learn pre-school music education knowledge through Orff teaching method. In addition, teachers should establish a corresponding evaluation

system in the evaluation thought, such as adhering to Orff's participatory principle in teaching evaluation and evaluating students' learning process, not paying too much attention to the results, which should involve students' performance in Orff's pre-courses, such as piano and vocal music, and make comprehensive evaluation as much as possible.

4. Conclusions

The research on the integration of Orff teaching method localization and preschool music teaching in universities aims to explore how to combine Orff teaching method, an international music education concept, with local culture to meet the needs of preschool education students in universities. Through research and practice, we can effectively improve the music teaching ability of preschool education students and promote their better application of Orff teaching method in future teaching practice. The research on the integration of Orff's localization and pre-school music teaching in universities is an important topic. Through in-depth study of local cultural characteristics, the development and adjustment of localized teaching materials, flexible adjustment of teaching strategies, and emphasis on the participation of families and communities, the music teaching ability of pre-school students in universities can be effectively promoted, so that they can better apply Orff teaching method in future teaching practice. This research is of great significance for promoting the development of preschool music education and promoting the inheritance and development of local culture. Through continuous exploration and practice, we can further improve the integration of Orff's localization of teaching method and preschool music teaching in universities, and provide students with a richer, more interesting and profound cultural experience of music education.

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