

Research on Orff Music Teaching Model based on the Cultivation of Students' Aesthetic Ability

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Abstract. The core idea of Orff's music education system is localization, original nature and practicality. It is a kind of music that people must participate in, that is, people participate in it not as listeners, but as performers. Its purpose is to stimulate the vitality of every participant. Music education, fundamentally speaking, is the education of artistic aesthetics, not a pure skill training. Aesthetics is a kind of perceptual knowledge and a universal emotional need of human beings. People understand and observe the object world through images in aesthetic activities. In order to cultivate students' aesthetic ability and grasp the main line of aesthetic experience, aesthetic experience must be regarded as the most important value of music education. By studying Orff's music teaching mode based on the cultivation of students' aesthetic ability, this paper explores how to apply effective strategies such as rhythm reading in singing course, trying basic movements in rhythm teaching and using Orff instruments in appreciation class, so that students can integrate into and enjoy music class through various means and effective forms. Excavate students' inner needs and interests, and form musical aesthetic ability.

Keywords: Orff; Music Teaching; Aesthetic Ability.

1. Introduction

With the deepening of the new curriculum reform, music appreciation module is highlighted in the new curriculum standards, and it is clearly pointed out that college music education is an important means to improve students' musical aesthetic ability, and music appreciation has become the key content of college music teaching, and how to improve students' musical aesthetic ability has become the focus of teachers' research.

Aesthetic ability refers to people's perception and feeling of all concrete objects or abstract emotions [1]. In order to change this situation, college music teachers can use Orff's teaching method in the teaching process, so as to enliven the classroom atmosphere, and at the same time improve students' interest, and finally achieve the purpose of helping students develop in an all-round way and improving teaching quality and efficiency [2]. Orff teaching method is a very complete music education system. Paying attention to the comprehensive application of educational factors is conducive to cultivating students' creativity and aesthetic ability, which is of outstanding significance to the development of university music education.

2. Orff's Idea of Music Education

The core ideas of Orff's music education system are localization, original nature and practicality [3]. His explanation of the three ideas is that "the most primitive music should be the closest to nature, and it is a state of music that can only be expressed in children and primitive people". It is closely combined with action, dance and language; It is a kind of music that people must participate in, that is, people participate in it not as listeners, but as performers [4]. Its purpose is to stimulate the vitality of every participant.

Music is an art that can relax mood and express emotion, at the same time, it can cultivate sentiment and cultivate aesthetic ability. Especially in the university stage, students have heavy schoolwork and great learning pressure, and they are always in a tight state in their daily life. Music can give students appropriate decompression, so as to better study and live. Orff's music teaching method has the characteristics of simplicity, openness, improvisation and comprehensiveness, which can integrate

language, music, dance and movement, so that students can freely show themselves and express music naturally and relaxed in their music learning.

3. Problems Existing in Traditional Music Teaching

3.1 Classroom Content is Single

Although China is constantly promoting the development of quality education, teachers have begun to focus on the cultivation of students' aesthetic ability, but because of the long-term influence of traditional university teaching concepts, there are still some problems in college music teaching today, which restrict the cultivation of students' aesthetic ability [5-6]. In the teaching system of universities, music class is more like a minor course than related professional courses. Teachers don't carefully arrange the teaching content of music class before class, and the content of university music courses is often selected with old and outdated themes, which leads to students' lack of great interest in music class, and they usually deal with things or learn other course contents in music class.

3.2 Students are not Interested in Music Learning

Good musical aesthetic ability plays an irreplaceable role in cultivating students' sentiment, improving cultural accomplishment and promoting the healthy development of body and mind [7]. As students grow up, they are influenced more and more, and because of the shackles of previous cultural learning concepts, students' interest in music appreciation is gradually decreasing. Even some students originally had a strong interest in music, but they were ruthlessly strangled by their parents, and their concepts have changed over time. Music education not only enables students to have musical skills, but also enables our students to have aesthetic ability.

4. The Construction of Orff Music Teaching Model based on the Cultivation of Students' Aesthetic Ability

4.1 Music and Rhythm Teaching

It is not difficult for students to sing, play and dance instinctively in music learning, because it is in line with human nature to sing, play and dance instinctively. In this process, students do not have the mental burden of being trained or losing face for fear of "not learning", so they will get various degrees of satisfaction. When students make musical "movements" under the guidance of teachers in class, they are bound to be immersed in a game-like joy. They are unconsciously trained in their comprehensive musical abilities such as pitch, rhythm, listening, coordination and unity, and the classroom atmosphere will be more active [8].

Rhythm course includes music feeling, dance, gymnastics, simple games, singing, etc. It mainly uses students' hearing to exercise their sense of touch and vibration, develop kinetic energy function, cultivate students' initial feeling ability, appreciation ability and expression ability of rhythm, and promote the healthy development of students' body and mind. Orff's basic movement teaching includes rhythm, drama, dance, command and momentum [9].

In rhythm teaching, momentum training is an original creation in Orff's music education system. Not only in rhythm class, we can use momentum teaching to feel the change of melody and cultivate the coordination ability of body, mouth and eyes, but also in singing class, appreciation class, music theory class, solfeggio class and instrumental music class, we can make full use of momentum teaching to assist teaching.

4.2 Game Teaching Cultivates Students' Interest

Music education, fundamentally speaking, is the education of artistic aesthetics, not a pure skill training. Aesthetics is a kind of perceptual knowledge and a universal emotional need of human beings. People understand and observe the object world through images in aesthetic activities. To

cultivate students' aesthetic ability and grasp the main thread of aesthetic experience, we must regard aesthetic experience as the most important value of music education, as the core of music education, and as a process of aesthetic perception and discovery [10].

The study of music skills should always run through students' emotional participation. Only in this way can basic music education truly embody aesthetic value and become aesthetic education. The game scenario import process is shown in Figure 1:

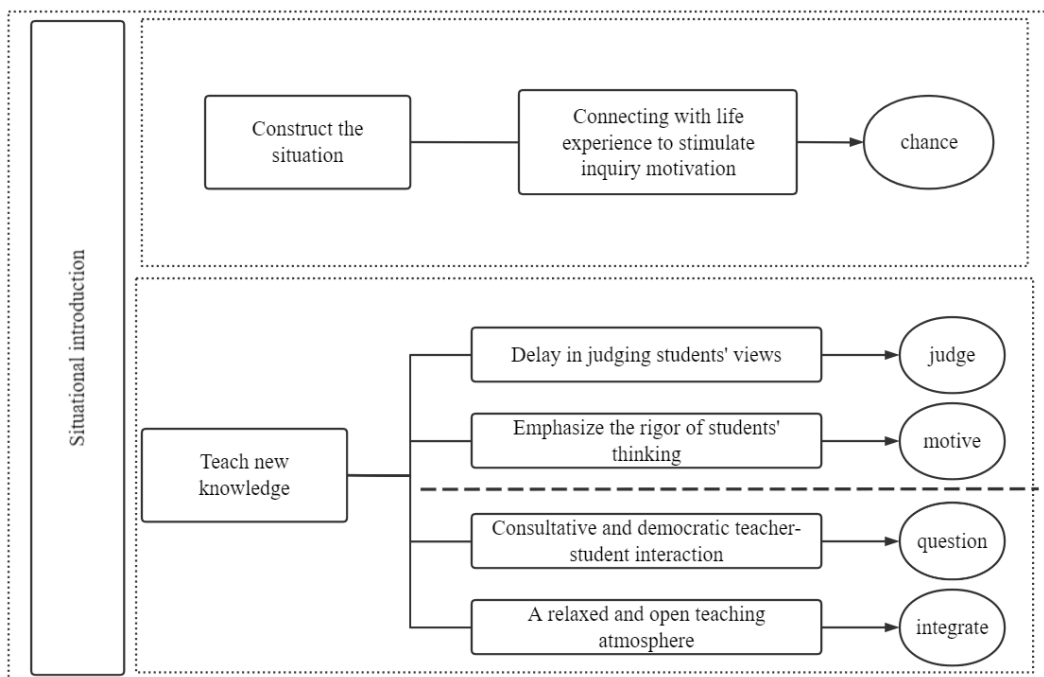


Figure 1. Game situation introduction process

In order to cultivate students' aesthetic ability in the process of college music teaching, we must learn from and borrow excellent music works, and then improve students' aesthetic ability by organizing students to appreciate excellent music works. Orff's music education is based on anthropology and takes the natural and physiological characteristics of teenagers as the starting point. Self-movement, self-play, speaking and making musical sounds are the original expressions of minors and young people's positioning of themselves and the world, and also help them gain the initial experience of social communication. It is the initial stage of Orff's music teaching method to let students participate in the game under the guidance of music rhythm, which is to express themselves, express their emotions and exert their imagination in the purest and most natural way.

In Orff's teaching system, the combination of games and music is a very effective teaching method. For example, when teaching folk songs, teachers can organize students to have a singing exhibition competition. Teachers can divide the students into several groups, let the students sing with the shepherd boy as the character image, and let everyone score to see who performs best. In this way, it is very effective to use the game method to stimulate students' interest in learning.

4.3 Cultivate Students' Innovative Consciousness

The core of Orff's teaching method is improvisation. When performing improvisation, students will give full play to their imagination, so this can cultivate students' innovative consciousness. Therefore, teachers should choose the right time in the teaching process, drive students to improvise together, and at the same time stimulate students' desire to perform, so as to improve students' innovative ability and let them exercise their psychological quality in the process of performing. In the meantime, teachers should cooperate with students by playing the piano, and of course, they should take students as the main body and highlight their performances. In this way, students'

innovative ability, psychological quality and musical ability can be exercised. Of course, this is also a good opportunity to close the distance between teachers and students.

In Orff's music education system, the most important thing is to guide music teaching through various elements, so as to effectively reflect the actual connotation of music. In this regard, in the process of teaching, teachers should innovate the guiding methods, carry out interesting teaching activities, and realize the cultivation of students' musical quality. Students themselves should also attach importance to improving the aesthetic quality of music, truly feel the beauty of music, and show their love and understanding of music to others through their personal singing ability and perfect emotional expression in music performances. For example, when the teacher is teaching chorus, after explaining the knowledge in chorus music, let the students perform chorus performances in groups. When performing with others, the students can deeply understand the thoughts and feelings in chorus music, thus improving their musical aesthetic ability and musical aesthetic ability.

4.4 Strengthen the Positive Role of Rhythm

Purpose of music teaching: Music is not a compulsory course for students in the university study stage. The essence of music is art and the expression of beauty, so music teaching is to cultivate the understanding of beauty and aesthetic ability. In music teaching, we need to correct our cognition, that is, the cultivation of aesthetic ability is the ultimate goal of our teaching and the core of our music education. Music teaching is a kind of aesthetic education and a way to cultivate aesthetic ability.

In music teaching, rhythm training is a relatively basic teaching content. Rhythm training is relatively simple, it can be carried out by human body movements without relying on necessary instruments, and it is easier for students to accept and understand, which can improve students' enthusiasm for participating in classroom teaching. Teachers should use it flexibly in the teaching process, so that students can give full play to their strengths, better show their musical talents and express their feelings about music.

Music is a compulsory course for all students, and its nature embodies humanity, aesthetics and practicality. In classroom teaching, making full use of teaching methods and adopting reasonable teaching methods can help to promote the optimization of classroom teaching. Orff turned the emphasis on rhythm into percussion instruments and used it in music classroom teaching. Orff instruments ensemble teaching is the characteristic of Orff's teaching method. Orff's teaching thought on musical instruments pursues the goal of active learning through students' own playing and improvisation. Through the performance of musical instruments, students can actively participate in and integrate into the classroom, have more real emotional experience and deepen their understanding and memory of music.

5. Conclusion

Music is an art that can relax mood and express emotion, at the same time, it can cultivate sentiment and cultivate aesthetic ability. Good musical aesthetic ability plays an irreplaceable role in cultivating students' sentiment, improving cultural accomplishment and promoting the healthy development of body and mind. Orff teaching method is a very complete music education system. Paying attention to the comprehensive application of educational factors is conducive to cultivating students' creativity and aesthetic ability, which is of outstanding significance to the development of university music education. In music classroom teaching, teachers' scientific and effective application of Orff's music teaching method can stimulate students' interest in music learning, arouse students' enthusiasm and initiative in learning, improve teaching effect, enhance students' aesthetic ability in music, promote students' personality development, and lay a foundation for students' growth and success.

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