

Constructing Carl Orff Teaching Method Guidebook for Teaching Preschool Students at Jinan Central Kindergarten, The People's Republic of China

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Abstract

The purpose of this study is: first, to learn Carl Orff teaching method; Second, create Carl Orff music teaching method guidebook; Thirdly, the experimental teaching of Carl Orff Teaching Method Guide was carried out in the second grade of Jinan central kindergarten. Fourth, evaluate the teaching effect. The starting point of the research is as follows: First, Carl Orff music teaching method has not been widely used in preschool children's music education in China; Second, teachers and parents have misunderstandings about Carl Orff music teaching method; Thirdly, there are few literatures and experimental data about Carl Orff music effect; Fourthly, Carl Orff music teaching method needs to be combined with local culture.

Therefore, this study will adopt a mixed research method combining qualitative research and quantitative research, select Jinan Central Kindergarten in China as the experimental teaching base, and take two classes of children in the kindergarten as the research objects, and then conduct experimental teaching for 12 weeks and 24 classes. The core purpose is to explore whether Carl Orff music teaching method can promote children's music education. In this process, based on the interview results of three key informants, combined with the results of literature review, the "Carl Orff Teaching Method Guidebook" was constructed. According to the teaching effect, Carl Orff music teaching method is of great value in promoting children's musical ability, which not only enriches the literature research and experimental data of the education system, but also promotes the popularization of Carl Orff music teaching method in China.

Keywords: Constructing; Carl Orff Teaching Method; Guidebook; Teaching Preschool Students; Jinan Central Kindergarten; The People's Republic of China

Introduction

Early childhood education is the beginning of the whole life education, an integral part of basic education, and a basic period for future life study, so it is also the foundation stage of school education and lifelong education. For this reason, the selection of educational methods is very important in the process of early childhood education. Carl Orff music teaching method is a music education system founded by Carl Orff, a music educator and composer. It takes "original music" as the basic educational concept and requires students to participate in it not as listeners, but as performers. In Carl Orff music class, children can truly feel the art, especially through the connection between music and dialogue, rhythm, drama, dance, painting, sculpture and other arts, so as to listen, imagine and identify various types of sound sources under the

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guidance of teachers. In this sense, Carl Orff music teaching method is not only a teaching method, but also a teaching idea and attitude. As Carl Orff said, "The original music is not just a single music, 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 singers. The original music is close to the soil, natural and organic, which can be learned and experienced by everyone and is suitable for children." (Orff, 1986).

With regard to the original nature, William Keller's *Original Music: A Preliminary Study on the Definition* plays a vital role in people's understanding and understanding of "Original Music" and "Original Nature" music education. He combed and summarized Carl Orff Music for Children, and defined "original" from two levels, namely, natural basis and people-centered. It can be seen that, as an advanced music education system, Carl Orff teaching method has an important influence in the world.

The education system advocates the advanced music teaching method of diversification, comprehensiveness, localization and original nature. Carl Orff teaching method can be improved and applied in many regions and ethnic groups, which is also an important reason why the system can be transplanted into eastern culture. In view of the current development of basic music education in China, "we should adhere to an open and harmonious attitude, learn from excellent methods, learn scientific concepts, and use advanced teaching methods to contribute to music education in China." (Li, et al., 2002).

By consulting the works, academic papers and periodicals related to Carl Orff music teaching, most of the current studies focus on Carl Orff music education theory or systematically introduce Carl Orff music teaching system, while there are few related studies on lesson design from the perspective of teaching practice, which is also the key direction of this study. By participating in Carl Orff teaching training, learning excellent foreign teaching video cases, learning Carl Orff teaching methods, investigating the current situation of kindergarten music classroom education in China, trying to integrate Carl Orff teaching ideas into school music textbooks, and designing lessons suitable for kindergarten classroom teaching, which is the starting point of this paper.

Research Objectives

1. To study Carl Orff teaching method
2. To construct Carl Orff music teaching method guidebook
3. To experiment teaching children Carl Orff teaching method guidebook with kindergarten second grade at Jinan Central Kindergarten.
4. To find out the result of teaching

Research Methodology

This study uses a combination of qualitative and quantitative research methods. Adopted: Interview form; Observation form; Formative Test Form; Summative Test Form; Performance Test form.

Population

In this study, the central kindergarten in Jinan was selected as the experimental teaching base, and the students in two classes in the kindergarten were taken as the research objects, and then the experimental teaching lasted for 12 weeks and 24 classes. The purpose is to explore whether Carl Orff music teaching method can promote children's music education.

Samples

The researcher selected two second grade classes in Jinan kindergarten as samples and divided them into traditional classes and experimental classes. The total sample size is 60 people. Among them, there are 32 boys and 28 girls with an average age of 4 years and 3 months. In addition, there are 30 children in the traditional class, with 15 boys and 15 girls; There are 30 children in the experimental class, with 17 boys and 13 girls respectively (as shown in Figure 1). The reason for choosing preschool children in grade two is that 4 years old is the first peak of creative development for individual growth. This study selects children of this age group as the research object, which also reflects the rationality of this research scheme to some extent.

Research Conceptual Framework

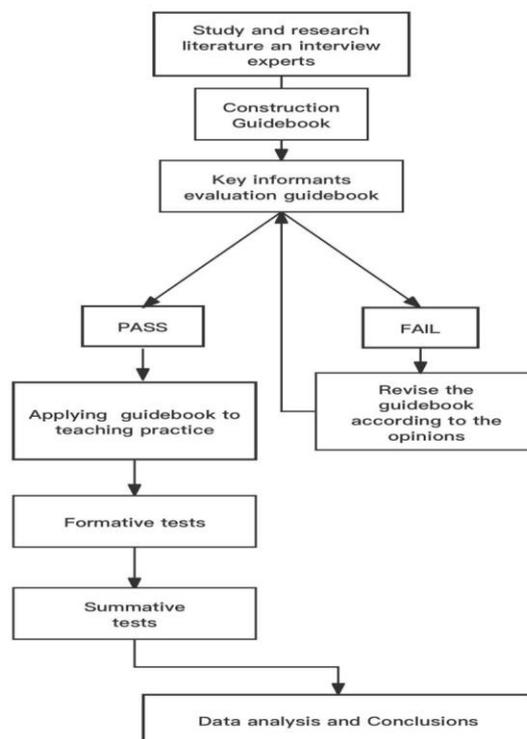


Figure 1 Research Conceptual Framework

Research Results

1. To study Carl Orff teaching method

The researcher consulted the literature about the concept, conducted interviews with three key informants, interviewed 12 questions from key informants, and made a detailed analysis of the answers to these 12 questions. Firstly, this study combs the relevant literature about Carl Orff music teaching method in China and foreign academic circles. It is believed that the current research on Orff teaching method is still mainly theoretical research, and less attention is paid to the experimental teaching research of this education system. Therefore, this paper focuses on the experimental teaching of Carl Orff music teaching method, taking Jinan, China as an example, and based on the interview suggestions of three key informants, preparing to carry out the experimental teaching research of Carl Orff music teaching method around the preschool children in second-grade.

2. To construct Orff music teaching method guidebook.

Through interviews with three key informants, Professor Zhang, Professor Wang and Professor Li, the researcher understands the current practical application of Carl Orff music teaching method in China, and there are some problems such as formalization, superficiality and "takenism". Therefore, based on these problems, according to the previous literature, this paper construct the Carl Orff Teaching Method Guidebook from three aspects: voice training, movement training and musical instrument training. At the same time, the relevant evaluation standards and test forms have been formulated, which laid the foundation for data collection and subsequent analysis.

3. To experiment teaching children Orff teaching method guidebook

According to the "Carl Orff Teaching Method Guidebook", the researcher carried out experimental teaching research on 60 children in Jinan central kindergarten. Among them, there are 30 students in the experimental class and 30 students in the traditional class, and an empirical study is carried out in a comparative way. During the implementation of the "Guidebook", the researchers in the experimental class always follow the content teaching in the "Guidebook", focusing on stimulating children's nature, and taking Carl Orff music teaching method as the principle of original nature, comprehensiveness, participation and improvisation, and the teaching process is smooth. At the same time, in order to reflect the process of children's growth, the researcher also designed three formative tests, which realized the combination of formative tests and summative tests, as well as the combination of quantitative and qualitative research.

4. To find out the result of teaching

Through the final teaching data, we can know that the 30 children in the experimental class have obviously improved their attitude towards music training, participation in music training and promotion of musical ability, which is obviously better than the teaching effect of the traditional class. In the first formative test, 12 students got D (60-69) and 18 students got C (70-79), with an average score of 70.13. The second formative test: 2 students got D (60-69), 27 students got C (70-79) and 1 student got B (80-89), with an average score of 74.80. The third formative test: 16 students got B (80-85) and 14 students got C (70-79), with an average score of 80.23. Finally, through the summative test, the test results are as follows: there are 15 people in A (>85) and 15 people in B (80-85), with an average score of 89.23. Before the results of a large number of data, the researcher thinks that Carl orff music teaching method is of great significance for improving children's musical ability in China. At the same time, it also proves that the "carl Orff Teaching Method Guidebook" constructed by the

researcher has certain implementation value.

In the whole preschool education stage, music education is a very important part, and the initiation of music education is the most crucial thing. Orff pointed out: making full use of Carl Orff music teaching method can make children's body and mind get healthy development, combined with the characteristics of children in the learning process to experience fun, so that children's creativity and performance. Strength has been improved to promote the all-round and harmonious development of children.

After more than three months of Carl Orff experimental teaching, the researcher proved that Carl Orff music teaching method guidebook has great influence on children's music. The cultivation of ability does have a certain promoting effect. The results of this study provide psychological basis and specific methods for the further implementation of Orff teaching method in China. The value of exploring Carl Orff music teaching method lies in: Carl Orff music teaching method makes music education no longer an elite education in the traditional sense, but gives every child the opportunity to participate in and express music. It is very different from the traditional teaching method. There is no boring skill training in the course, but children are allowed to enter the performance and feeling of music, which brings great fun to music learning.

In the process of learning, you can improvise, which is no longer a passive and fixed learning. From traditional skill training to music teaching in the form of cooperation among students, children's cooperative ability is cultivated.

It can be seen that Carl Orff music teaching method is one of the music teaching methods we can learn from. Of course, there is no universal music teaching method. Looking forward to the development prospect of Carl Orff music teaching method in China's early childhood education, China's education, like its peers in the world, is facing the challenges and opportunities of educational reform in the new century. In the future teaching and research process, it is necessary to fully combine the actual situation of our country, conduct more in-depth exploration, and form a Chinese Carl Orff music teaching method for early childhood. Only a teaching technology with strong flexibility and adjustment according to different cultural factors can be widely recognized.

Discussion

Issues with the effectiveness of teaching methods. Orff teaching method focuses on creativity and active learning, but teachers may face problems in how to accurately use teaching methods during implementation. The aims of primarily at music educators, provides detailed guidance on an in-depth understanding and practical application of Carl Orff pedagogy. The book covers the basic principles, teaching strategies, curriculum design and implementation methods of Orff's teaching method. In addition, it also provides a wealth of teaching resources and examples to help teachers integrate Orff teaching methods into music education practice and improve students' musical literacy and creativity (Cao, 1990).

Regarding the selection of teaching methods, when constructing the guidebook, it is necessary to determine which Carl Orff music teaching methods are most suitable for different learners and teaching environments. Reviewed the development of Carl Orff music teaching method, analyzed the application and effect of its teaching method, and helped to construct a suitable teaching method guidebook. Including its theoretical basis, teaching methods, teaching materials and evaluation. This document provides an in-depth analysis of the advantages and limitations of Carl Orff music teaching method, puts forward critical thinking

on Carl Orff music teaching method, and looks forward to its future development. This literature provides an in-depth reference for theoretical and practical research on Carl Orff music pedagogy (Qin ,2001).

Selection and application of learning assessment methods: In the experimental teaching process, how to select and apply suitable learning assessment methods to measure students' learning outcomes and development? That related with the studied the learning evaluation methods in Orff music education, including the selection and application of different forms of evaluation methods such as observation records, student self-evaluation, and work display, to provide experimental teaching Questions for Learning Assessment in Children's Guide provide exploration and reference (Xu, 2007).

In terms of teacher training and development, teacher training and development are crucial when practicing Carl Orff music teaching method. That related with paper studies the content and model of teacher training and development in Carl Orff music education, including theoretical learning, practical experience sharing, teaching observation and other different forms of teacher training and development, which provides useful information for teacher training issues in the experimental teaching guide for children. experience and advice (Yin, 2009).

Suitability of assessment methods: Appropriate assessment methods need to be selected to measure student learning outcomes and development. That related with a comprehensive introduction to a variety of educational measurement and evaluation methods, including quantitative and qualitative methods. The authors discuss in detail the applicability, advantages, and limitations of various assessment methods and how to select and apply appropriate assessment methods to measure student learning outcomes and development (Wang, 2004).

Development of assessment criteria: Clear assessment criteria need to be developed to measure student learning outcomes and development. That related with document introduces the basic theories of curriculum and teaching, including curriculum objectives, teaching content, teaching methods, etc., and provides theoretical support and reference for formulating evaluation standards (Liao, 2005).

Recommendation

1. Practical Recommendations

Further optimization of teaching guidebook

The compilation of Carl Orff Music Teaching Guidebook should be based on literature review and front-line teaching experience, and the compilation of the "Carl Orff Teaching Method Guidebook" has been further optimized.

Carl Orff localization of music teaching method

The key to the popularization and application of Carl orff music teaching method in the world is to follow the original nature of children, release their nature and flexible classroom forms. Therefore, how to combine with the local culture of China and how to compile a teaching guide that goes with Chinese modernization is the key.

2. Recommendation for future research

In order to enrich the teaching materials of Carl Orff music teaching method, some more practical and practical content can be added. In addition to the basic teaching materials, some diversified teaching materials can also be provided, such as music games, music stories, music videos, etc. to attract students' interest and increase their participation.

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