

# Discussions on the Application of Kodaly's Music Teaching Method in Vocal Music Class of Preschool Education in Colleges and Universities

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## ABSTRACT

Music education is playing an increasingly important role in quality education in colleges and universities, and vocal music teaching methods are also constantly changing. Many colleges and universities face enormous challenges in music teaching, and the drawbacks of traditional teaching methods are becoming increasingly apparent. The traditional teaching methods place too much emphasis on imparting and indoctrinating knowledge, which cannot better meet the needs of college students in the new era for cultivating their own music practice and appreciation abilities. In vocal music class at colleges and universities, teachers can use Kodaly's music teaching method to stimulate learning interest, enabling students majoring in preschool education to master basic music theory knowledge and improve students' sense of music and rhythm, thereby enhancing students' thirst for knowledge in music, cultivating students' strong interest in music, and ultimately achieving the requirements of preschool education for basic music theory knowledge and basic music literacy.

**Keywords:** Kodaly music teaching method, Preschool education, Colleges and universities.

## 1. INTRODUCTION

In recent years, music education and aesthetic education in colleges and universities have received increasing attention together. At present, in vocal teaching, there are mainly problems such as inconsistent methods and outdated concepts, which seriously restrict the cultivation of aesthetic appreciation and creative abilities among college students and affect their comprehensive development. How to improve the singing level of college students in practical classes through the classroom in the new era is the main issue that vocal teachers in every university should pay attention to. In order to improve the vocal ability and enhance the sense of music of preschool education students, combined with the physiological and psychological characteristics and music learning needs of college students, this article introduces the Kodaly teaching method to improve university music courses, thereby changing the current situation of poor learning effectiveness and low efficiency in music classrooms.

## 2. THE SPECIFIC CONTENT AND BASIC CONCEPTS OF KODALY'S MUSIC TEACHING METHOD

Kodaly was a famous Hungarian composer, ethnomusicologist, and music educator of the 20th century. Kodaly proposed that "music should belong to everyone", emphasizing that the basic purpose and main task of music education is to educate all students from schools, not just music majors. Attention should be paid to the education of music literacy for all ordinary students, and through the infiltration of music education, the cultural cultivation and social quality of everyone should be further improved; He advocated the development of music education among ethnic groups, with the main form of education being singing. In music education at school, he believed that human voice is the best and most professional teaching tool. Therefore, in the process of music teaching, the improvement of musical literacy can be achieved by using instruments and traditional ethnic music for unaccompanied singing. This advanced educational philosophy can immerse students in the

history and culture of the country and nation, not only playing a positive role in the inheritance and development of music culture, but also promoting the cultivation of national pride. Kodaly's teaching method is characterized by scientificity and flexibility, thereby better strengthening the country's music and cultural education.

The basic concepts of Kodaly's music teaching method are as follows:

Firstly, there is a holistic music education. According to Kodaly's viewpoint, anyone should receive music education and learn to express themselves in music. Kodaly once said, "Music played alone cannot achieve true musical effects, while choral singing is more vivid. Crowd singing creates magnificent music and showcases great musical spirit." From a teaching perspective, he believed that "it is crucial to successfully link the content of music education with the education of the audience in the process of music education and teaching." Professional music activities that are detached from audience education are considered ineffective. Kodaly hoped that music should become an important component of people's lives, which clearly indicates that he regarded music education as a component of human growth and development, promoting overall music literacy while also being one of the main educational methods in the basic education stage.

Secondly, music education should focus on ethnic characteristics. Kodaly believed that in music education, other ethnic cultures and traditional cultures should be organically integrated to better integrate music learning with cultural learning. According to Kodaly, incorporating ethnic music elements into specific singing learning activities can stimulate students' interest in learning, and promote skill exploration, and independent learning. Integrating ethnic music elements into singing practice can also enhance students' sense of pride and confidence in culture, playing an important promoting role. In addition, the Kodaly music teaching method promotes the integration of different ethnic content in music education, improves strengths and avoids weaknesses, and expands the influence of ethnic music.

Finally, the importance of choir training is emphasized. During Kodaly's creative period, the Hungarian nation was experiencing a period of war and poverty, and most people could not afford the high cost of music education. Therefore, Kodaly advocated for the use of popularized choir forms for music education, and he believed that choir

methods can better achieve the goal of universal music education. In the implementation of specific teaching processes, Kodaly also advocated that singing is not only an ideal means of training students' comprehensive music quality, but also can promote their teamwork spirit. This viewpoint not only laid the foundation for the development of Hungarian music, but also established Hungary's position as a "choir kingdom".

### **3. THE IMPORTANCE ANALYSIS OF INTEGRATING KODALY MUSIC TEACHING METHOD INTO SINGING AND MUSIC TEACHING IN PRESCHOOL EDUCATION IN HIGHER EDUCATION**

Vocal music course is an important foundational subject in music education in preschool education, which cultivates and enhances students' understanding, singing, memory, and appreciation abilities. In the classroom, teachers should adopt effective teaching methods to achieve good learning outcomes in singing activities. The Kodaly music teaching method has achieved significant results in music education in Hungary and is worth learning from. In recent years, with the development and prosperity of China's economy and culture, the demand for music talents in various fields has been continuously increasing. In order to meet the needs of society, higher education needs to continuously improve, change traditional education methods and teaching methods, improve the teaching level of teachers, and achieve the educational goal of cultivating versatile and applied talents. College vocal music teaching should follow the laws of student physical and mental development, adopt appropriate teaching methods, fill the classroom with vitality and energy, transform students' attitudes towards learning music theory and singing skills, and stimulate their interest in learning. While learning singing skills and comprehensive music literacy, the music education should cultivate students' national self-esteem and cultural confidence, and enable them to understand ethnic music and love their country through the process of mastering professional skills.

The importance of integrating the Kodaly method into vocal music teaching in early childhood education in colleges and universities is evident, emphasizing the following:

Firstly, integrating Kodaly's music teaching method into the actual teaching process is a good

way to cultivate students' singing skills. Integrating Kodaly's music teaching method into vocal teaching requires a lot of practice to help students understand the importance of singing in various practical teaching fields, which can help improve their music practical abilities.

Secondly, Kodaly's music teaching method can be used to improve students' music appreciation ability. Through practice, students will unconsciously appreciate the music content during the learning process, which will improve their musical literacy.

Finally, Kodaly's music teaching method can effectively cultivate students' musical innovation ability. In teaching, teachers can flexibly use Kodaly's music teaching method for music teaching, allowing students to practice multiple times and try to innovate the knowledge they have learned. This can directly enrich the exploration and practical awareness of preschool education students, and also improve their innovative thinking ability. The Application of Kodaly Music Teaching Method in Vocal Music Class in Colleges and Universities

### ***3.1 Using Gesture Rhythm to Improve the Effectiveness of Vocal Music Class***

When using Kodaly's music teaching method, college vocal music teachers should strive to find appropriate methods to encourage students to sing, make them interested in singing, and teach them to learn to sing independently. Kodaly music teaching method emphasizes the use of vocals rather than accompanying instruments in the teaching process. During the implementation of the course, the teacher displays the rhythm of the melody through gestures, allowing students to directly observe its movements and grasp the intensity of different parts of the melody. This method can not only emphasize the voice of students in singing, but also develop their ability to respond to musical gestures, and promote a high level of understanding of musical melodies among preschool education majors.

### ***3.2 Optimizing Rhythm Training and Improving Music Teaching Level***

In music classes, a good sense of rhythm can not only help students quickly learn songs and find the correct rhythm when singing, but also rely on their sense of rhythm when analyzing music works. However, practicing rhythm is a rather tedious part of music education, and students can easily develop a sense of boredom while learning to read scores.

The Kodaly music teaching method allows teachers to use different images, onomatopoeia, and textile movements to create rhythm, in order to better practice rhythm, cultivate students' sense of rhythm and appreciation of music.

### ***3.3 Arranging Games and Activities to Improve the Effectiveness of Music Teaching***

According to Kodaly's music teaching method, teachers should respect students as individuals, strengthen the cultivation of their ability to choreograph dance, lyrics, and rhythm, and incorporate interesting elements into the teaching process through carefully designed games and activities. This will help stimulate students' interest in learning, ensure that they can unleash their imagination and creativity in music classes, and prepare to combine music theory with innovation in existing music works.

## **4. THE LOCALIZATION PRACTICE OF KODALY MUSIC TEACHING METHOD**

Kodaly music teaching method focuses on four teaching methods: Movable-do System, the gesture singing method, the rhythm time value syllable reading method, and the rhythm letter notation method, all of which are extremely scientific and practical. Due to the important role played by Kodaly method in promoting singing education in colleges and universities, teachers should fully utilize its advantages in practical teaching and implement appropriate learning activities through the following methods, so that students can effectively use Kodaly method to improve their professional skills.

### ***4.1 Flexibly Using the Movable-do System for Singing Teaching***

The Movable-do System is the basic means and approach of singing teaching based on Kodaly's teaching method, and it is of great significance to singing teaching. In vocal teaching for preschool education students, the initial musical element to be exercised is pitch, so that students can accurately recognize the pitch of a sound when they hear it; the next is emotional training, which allows students to analyze the connections between the sounds they hear and their functions, and experience the emotional elements contained within them. Students can cultivate their ability to

appreciate music by combining the pitch changes generated by sound with internal emotional elements.

The Kodaly teaching system plays an important role in cultivating the perception of these two elements and is an excellent way to cultivate musical sensitivity. The strong tonality of Movable-do System emphasizes the relative relationship between levels, strengthens tonality, helps students cultivate musical sense, and can deepen their understanding of different works and ethnic music styles.

Due to the strong tonality of the Movable-do System, in the teaching practice of vocal courses for preschool education majors in colleges and universities, teachers first enable students to master the Movable-do System, and then let them learn to sing. By adopting it and alternating between the non-Fixed-do System and the Movable-do System, these two different daily practice alternatives can help school students better understand different singing methods and styles. Mastering specific professional concepts and skills such as tones, as well as the interrelationships between melody, harmony, and tones, can further enhance students' understanding of music fundamentals and lay a solid foundation for further learning of music knowledge.

This learning method that suits oneself can further improve students' reading speed of musical notes, allowing all students to master the song at the fastest speed and further enhance their singing ability. At present, the progress of music teaching in many colleges and universities in China is mainly carried out in the order of the rising and falling of tones.

At present, many music courses in Chinese colleges and universities often use the order of increase and decrease in scores for teaching. For difficult course content, teachers generally do not teach in the first class because it is generally believed that the teaching methods used for difficult content are not in line with the learning patterns of the students they teach. Therefore, many university teachers will carry out relevant content teaching in the order of easy to difficult. This viewpoint may seem scientific, but in reality it is one-sided. Through Kodaly's teaching method, if applied correctly, the order of difficulty in teaching can be exempted. By establishing an effective movable-do singing system for songs using the Movable-do System, students can form appropriate major and minor keys for each pitch structure, ultimately

reducing it to two major keys. Then these can be further subdivided into minor and major tones composed of each note as the tonic, which reduces learning difficulties and improves students' auditory and perceptual abilities in music classes. Therefore, in vocal music class, the Kodaly teaching method should be used to enhance the singing skills of students with fixed vocal abilities. In the actual teaching process, teachers need to insist on enabling students to accurately understand the essential differences of various singing methods, and try to avoid confusion and confusion during the learning process.

#### ***4.2 Strengthening the Application and Teaching of Gesture Teaching Method in Vocal Music Class***

Vocal music class is a subject that requires students to practice bit by bit, repeatedly, accumulate skills, and consolidate knowledge. Some students may feel tired or bored during the learning process. Gesture singing method is an important teaching method in Kodaly's music education system. Due to its vivid and vivid characteristics, this teaching method perfects the traditional and boring teaching form in singing classes, providing students with a more intuitive experience and improving teaching effectiveness. In vocal music class, the most important focus is on the students' pitch accuracy. When practicing intonation, teachers can comprehensively apply different teaching methods to deepen students' understanding of intonation. Given the current teaching environment of vocal courses in universities, teachers can effectively use Kodaly's gesture teaching method in appropriate learning activities to improve the learning effectiveness of students in the classroom. Generally speaking, the use of gesture teaching method has the following effects:

Firstly, it can serve as a visual aid. In vocal education in primary, secondary, and tertiary schools, teachers can cleverly integrate the music knowledge they want to impart into specific contexts, create a series of scientific learning situations, and thereby enhance students' learning enthusiasm and interest. For example, in order to help music learners master basic knowledge in a relatively short period of time, teachers can classify the seven basic pitch levels using gestures, allowing learners to better understand different pitch levels by observing body language. Once the basic knowledge is fully mastered, teachers can ask

students to say the name of the sound immediately, so as to speed up the speed of gestures. This method can enhance students' understanding of music singing and hearing, and better grasp the concept of pitch. Secondly, it also contributes to the teaching of the zweiklang. When learning and practicing zweiklang, teachers' teaching only by piano performance can easily make students feel bored and tired. Therefore, teachers can use flexible methods such as gestures and actions to promote students to respond sensitively and experience different learning activities. Through these activities, students can timely understand the concept of tone, comprehensively understand and master the appropriate methods of singing and singing different parts.

Providing reasonable solutions to guide students plays an important role in cultivating and improving their collaborative abilities.

#### ***4.3 Improving the Application of Rhythm Duration and Reading Ability of Rhythm Through Rhythm Training***

Melody is the body and blood of music, while rhythm is the bone of music. Music with chaotic rhythms cannot fully express the musician's true thoughts and emotions. In music, rhythm plays an important role. In Kodaly teaching method, rhythm exercises are usually combined with melodies, using body movements such as clapping and stomping to improve understanding of rhythm. Rhythm exercises are conducted through pictures or rhythm cards, or students are asked to make different sounds with both hands simultaneously. By tapping two rhythm lines, students are trained to understand the rhythm of two parts. This method of practicing rhythm can easily stimulate students' enthusiasm for practicing rhythm, improve their ability to understand the relationship between rhythm and beat, and comprehend the accurate expression of different rhythm patterns in rhythm. With a deeper understanding of the concept of sound, students can lay a solid foundation in music so that they can accurately express their musical works in the future. In traditional classrooms, using one teaching method to practice rhythm units is flawed. Students receive relatively less training in various aspects of thinking, and when learning rhythm and rhythmic patterns, their hands, eyes, mouth, and body cannot participate simultaneously, resulting in weaker abilities to understand rhythm and rhythmic patterns. Integrating Kodaly teaching method into rhythm and rhythm-based teaching,

practicing rhythm, and improving the rhythm of single and multi-voice parts can enrich course content, improve students' learning enthusiasm, and strengthen and deepen their understanding and application of rhythm.

The relationship between music and rhythm is very close. In vocal music classroom teaching, teachers should not only provide students with opportunities to acquire basic music skills, but also focus on cultivating their sense of rhythm. Kodaly believed that early use of polyphonic rhythm exercises is a great motivation to cultivate students' sense of rhythm. Therefore, teachers should accurately teach abstract concepts to students and translate them into phonetic connectors. For example, "quaver", "minim", and "crotchet", according to Kodaly's teaching method, the pronunciation of a minim is Ta-a, a crotchet is Ta, a quaver is Ti, and a semiquaver is TiriTiri. Students can practice beats by using unit rhythm as the basic unit. This enables students to practice music rhythm in a more relaxed atmosphere, making the course more effective. In addition, the Kodaly music teaching method also requires students to cultivate reading and writing abilities, continuously enhance their reading and writing abilities, and select specific tones and notes through continuous experience and practice. In the practice of memorizing and dictating rhythm, the commonly used teaching method is to learn related content such as the beginning and end of the sound in notation. Compared with the staff notation, although this method is effective, Kodaly has attached more importance to rhythm notation. Using rhythm notation to help students remember notes can eliminate confusion between different notes, omit practice of writing the beginning of the sound, and contribute to the aesthetic appearance of notation. It also benefits the neatness and fluency of notation.

Singing itself requires students to experience music from their own perspective. Various flexible teaching methods can enhance students' learning opportunities, broaden their knowledge, and develop their musical abilities. Introducing Kodaly music teaching method into vocal teaching in colleges and universities can highlight the advantages of Kodaly teaching method and improve the quality of song singing.

## **5. CONCLUSION**

From the above analysis, it can be concluded that Kodaly's music teaching method is an effective

teaching method for cultivating students' singing and music listening abilities. The main content of this method is to abandon traditional teaching processes and adopt more flexible and interesting teaching methods, which greatly helps students better grasp subject knowledge. It is necessary for a teacher to guide students to flexibly use methods such as the Movable-do System, gesture teaching method, and rhythm memory method in the process of learning to sing music and listening to gradually deepen their understanding and recognition of different music skills in listening and singing songs, cultivate and training students' basic music knowledge and singing skills, and improve their theoretical and practical abilities as well as learning and practical levels.

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