

Принципы и особенности обучения иностранным языкам по системе Карла Орфа

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Аннотация. Статья посвящена немецкому педагогу и композитору Карлу Орфу и его системе обучения. В ней раскрывается актуальность Орфф-педагогике, рассмотрены ее особенности и перечислены основные принципы. В статье также затрагивается проблема эффективности Орфф-подхода в обучении иностранному языку.

Ключевые слова: принципы, система обучения, Карл Орфф, Орфф-Шульверк, элементарное музицирование, звучащие жесты, театрализация.

Principles and Peculiarities of Teaching Foreign Languages by Carl Orff's System

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Annotation. The article is devoted to the German teacher and composer Carl Orff and his education system. It reveals the relevance of Orff-pedagogy, considers its features and lists the main principles. The article also deals with the problem of the effectiveness of the Orff-approach in teaching foreign languages.

Key words: principles, education system, Carl Orff, Orff-Schulwerk, elementary music-making, body percussion, staging.

Currently, the Carl Orff teaching system is headily gaining popularity. The Orff approach is used by teachers in many countries. The primary reason for such a rapid spread is the arsenal of new ideas, namely: the disclosure of independent activity and creativity of students, as well as the unity of music, speech and movement. Classes organized according to the Orff system impact many aspects of mental development. They can help children develop speech, communication skills, attention, concentration, fine and large motor skills. And the most important thing is that the lesson is built "here and now", depending on the individual needs of children and on their emotional state.

Carl Orff (1895-1982) was an outstanding German composer and teacher. He coined the term "elementary music-making", that is a process consisting of several elements: singing, improvisation, movement and playing instruments.

Speaking about the work by Orff, it should be emphasized that it is in one way or another connected with the theatrical art, to which the composer devoted about twenty of his compositions. Orff's most famous work is the stage cantata "Carmina Burana" (1937).

Carl Orff has made an invaluable contribution to the field of children's musical education. While in his youth when he founded the school of gymnastics, music and dance in Munich, he was obsessed with the idea of creating a pedagogical system. Its creative method is based on improvisation, free music playing by children in combination with elements of plastic, choreography, theater. The Institute of Musical Education in Salzburg, founded by Orff in 1962, has become the largest international center for the training of musical educators for preschool institutions and secondary schools.

The teacher developed children's songs, plays and exercises that promote the development of creative abilities ("Orff-Schulwerk"). The literal translation of the word Schulwerk is "school work". The name is associated with ordinary checkered sheets for math examples, written exercises and tests. However, the word "work" (werk,

work) has a lot of meanings in both German and English. It can mean "an effort aimed at doing something", as well as an essay, a work of art, etc. "Work" can be a means of teaching something through activity ("play – work for children"), [1, p. 24]. Therefore, trainings on Orff pedagogy during which people exchange ideas and demonstrate techniques are usually called seminars (from the English “workshop”).

The composer wrote a lot of music for the theater. In his compositions he addresses the fundamental principles of music and sound, connects everything with movement, scenic expressiveness, theater and play. This approach turns out to be very close to children and child psychology.

The classic Orff lesson is a movement and music playing on Orff instruments: drums and percussion instruments; xylophones; body percussion - claps, clicks, taps; as well as any objects - sticks, glasses, ribbons (examples of instruments are shown in Figure 1 [5]). One of the important principles of the Orff concept is the development of creativity – turning to one's own children's creativity. "No matter who the child becomes in the future, the main task of the teacher is to educate him/ her in creativity, creative thinking... The instilled desire and ability to create will impact any area of the child's future activity," C. Orff wrote [3, p. 76]. That is the teacher needs to find such situations, exercises, tasks, games so that children improvise, compose, invent their own movements, rhythms, melodies, plays based on the proposed models.



Fig. 1. Instruments of the Orff Orchestra

Let's list the main tasks of Orff classes [4]:

- 1) learn to play and sing, become more aware of your body (manage it better);
- 2) understand certain patterns of music;
- 3) train in concentration, improve memory, navigate in space and time, learn to think abstractly and recognize different emotions;
- 4) develop communication skills, communicate with other children;
- 5) get to know different cultures through music and movement.

The development of speech and communication skills of children is one of the essential points of this technique, so teachers of foreign languages can find Carl Orff's system valuable for using in their lessons.

In order to get a clear idea of the role of speech and speech exercises in the Orff system, let us turn to his quote, "Any musical exercise, both rhythmic and melodic, begins with a speech exercise" [3, p. 56]. The teacher realized that verbal language can become a useful tool in creating a language of sounds and rhythms, that speech can be music in itself separated from the direct meaning of the words used.

In the first part of the First volume of "Music for Children", Orff offers various ways of using speech: the very first speech exercises can be names of people, names of animals, flowers, exclamations, calls, everything that makes up the circle of images of a child, his/her surrounding world [2]. Then there are children's poems, songs, texts for children's own compositions, rhythmic speech. The fact is that when reading the text by heart, we clap, stomp in time, in accordance with the rhythm of the words.

Orff's approach to music education includes games using a variety of means: sound gestures, speech, singing, folk dances, choreography, theater and instrumental ensemble. This approach is effective in teaching a foreign language, because with the help of these tools, the learning process becomes bright, interesting and memorable. Children's games cover a wide range of activities. They are universal because they are an integral learning system. The value of their application is that students not only receive new information and develop the necessary skills, but also acquire a deeper understanding of things that will be useful to them in the future.

Children will be able to acquire a versatile and colorful experience of the art of speech in staging. Children who bring stories to life by speaking them, memorizing lines and improvising, singing songs, reciting poems by heart, working on articulation and accents are children who feel a connection with language on a new, deeper level.

Also, it is worth noting that songs are one of the connecting elements of culture as a whole system. Specialists and school teachers can choose songs according to the specifics of their subject, because songs are primarily sung poems and they help to study the necessary components of the curriculum. A foreign language teacher can use songs to expand the vocabulary of students, teach them grammar and convey important cultural information. "Singing is the best way to find the perfect pronunciation and become a good speaker" [1, p. 54].

So, foreign language teachers will find it useful to study the alphabet with the help of the song "Ice Cream Soda" accompanied by jumping rope, will appreciate the phonetic game "Mama Lama", as well as the wide possibilities of the riddle "Whisky Frisky" [1, p. 27].

Thus, the Carl Orff's teaching system has the following principles:

1. Training is necessary for development.
2. Movement, sound, speech, singing are initially inseparably linked and only then very gradually separate.
3. The process is more important than the result.
4. Practice is more important than theory.

Orff-pedagogy is a creative pedagogy that develops not only the musical and motor abilities of children (singing, feeling their body better, dancing, playing instruments), but also completely develops the child's personality revealing inner potential.

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