

teaching system, improved the quality and efficiency of teaching, and realized the synergy and interaction between the online world and the real world.

The innovation and development of modern information technology change people's work, life and study, and people gradually depend on modern information technology.

Modern information technology is a precious wealth, and power source, to use its power in higher mathematics education reform, to build a diversified teaching mode, which conform to the education for all-around development needs, to further optimize the structure of higher mathematics education and promote the higher education development, cultivation of practical ability, innovation ability and other comprehensive ability strong high-quality talent.

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MY REFLECTIONS ON ORFF-SCHULWERK

I experienced this during my study of the Orff-Schulwerk. Both to Orff-Schulwerk itself and the future music education have a new understanding and vision. Orff-Schulwerk is different from traditional music teaching method. It pays more attention to cultivating students' comprehensive ability and music accomplishment.

Now I'm going to talk a little bit about Orff and the background to the Orff-Schulwerk. In this stage, I used the following research methods: literature survey method, comparative method, conceptual analysis, empirical method. I searched the keyword "Orff-Schulwerk" when looking up the website www.sciencedirect.com, and saw the introduction of Orff and the Orff-Schulwerk in some papers. I sorted out and

analyzed the literature I found, combined with some of my experience in studying Orff-Schulwerk.

Carl Orff, Contemporary world famous German composer, music educator, music theorist. Born July 10, 1895 in Munich into a musically literate military family. I developed a strong interest in music and drama in a favorable environment at home since childhood. He graduated from the Munich Conservatory in 1914 and served in the army in The First World War. After the war (1917), he worked as an accompanist in several local opera houses, exposing him to a great deal of opera and dramatic music. In the 1820s he studied composition at the Munich Conservatory under Henri Changminsky.

Orff-Schulwerk system has a history of more than eighty years. At present, it is widely spread in more than 50 countries in the world. The five volumes of its basic textbook "School Music" have been translated into dozens of different languages. In particular, the orff instrument created and restructured according to his conception has been widely used in music teaching in schools all over the world. It is often seen on the cover of school music textbooks in many countries as a symbol of school music teaching is used. The Orff Music Education Society in the United States has more than one hundred chapters and is the largest orff music education academic society in the world. So there's hardly a music teacher in an American school who doesn't use Orff-Schulwerk. Of course, there are few teachers who only use Orff-Schulwerk to teach music.

Results:

1. Orff-Schulwerk and music teaching in different stages

The core idea of Orff-Schulwerk is "original nature".Original music is not only music itself, but also language, movement, dance, instrumental music and drama. It encourages the integration of music teaching with "local" and "audience", so to speak, teaching according to local conditions and students' aptitude.

Preschool education is an important stage of educational enlightenment. In this period, children's cognition of society and nature is limited. Children's music education is not only limited to learning knowledge and skills, but also to cultivate their interest in music and the ability to express emotions and life through music. In the whole system of music education, preschool education is the key and foreshadowing. To increase children's awareness and interest in music is to tap into their own emotional and social skills. Let them experience cooperation, creation, expression, control, feeling, coordination, listening and other comprehensive qualities and various abilities in music learning.

Primary and secondary schools are the stage where children mainly learn and receive a great deal of knowledge. In the process of learning various skills and knowledge, Orff-Schulwerk's "original nature" and "creativity" can integrate various disciplines to teach and experience. Orff-Schulwerk is a comprehensive music education system that combines action, language, singing, instrumental music, appreciation, creation and performance.

So in the traditional teaching of primary and secondary schools through experience, participation, immersion in music to more intuitive feeling of music and music elements, rather than blindly appreciate. The classroom in primary and secondary schools is full of vitality and interesting, not boring, but can participate in the music itself, while experiencing music, can feel the fun and knowledge of other subjects.

2. Constraints on Orff-Schulwerk's application in China

The wide spread of Orff-Schulwerk in the field of music culture all over the world. The research and development of multicultural music education, especially the reform and practice in the field of curriculum, has had a great impact. However, due to the influence of China's national character, way of thinking, cultural differences, educational system, educational environment, teachers and lagging research on music

education theory. In the process of localization, Orff-Schulwerk has some problems, such as conflict of ideas, rigidity of methods and formality. Only by solving these problems can It makes Orff teaching method more widely used in China be better disseminated and developed in China, and can traditional music education be reformed.

Based on the collation and analysis of Orff-Schulwerk literature in China, I put forward some problems of restriction, and I will look for solutions to these problems. I will apply these solutions to practical teaching. It makes Orff-Schulwerk more widely used in China.

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ЗАПОБІГАННЯ ТА ПРОТИДІЯ БУЛІНГУ: ЗАРУБІЖНИЙ ДОСВІД

За даними ЮНІСЕФ приблизно третина всіх, хто навчається в різних навчальних закладах по всьому світу, на певному етапі зазнають булінгу в школі. Булінг (цькування) – це глобальна проблема, яка, на жаль, доволі поширена в освітніх установах в усьому світі. Проте, незважаючи на