

The thesis is concerned with methodological specifics of beginner piano teaching of students at different age levels. It attempts to give a complex view of its various aspects. The thesis is subdivided into several chapters, drawing on available psychological and methodological literature, piano course books and a questionnaire survey.

The first chapter focuses on a beginner piano learner as an individual undergoing a particular stage of psychological development. It explores learners' general as well as music-specific characteristics and links these characteristics to piano playing. In addition, it describes motivational tendencies prevailing at different development stages, and other factors which can substantially influence the learning process, but have not hitherto been discussed with respect to piano teaching in greater detail although a pedagogue can more easily deal with potential problems that may arise at beginner levels when thoroughly informed. It namely discusses learning and teaching styles, hindrances to learning and learning disabilities.

The second chapter is devoted to methodological specifics of teaching learners of different age groups. The third chapter then expands on the subject of beginner piano teaching specifics, comparing techniques used in beginner piano books aimed at various age levels, and the final chapter brings the insight of practising piano teachers.