

## **Abstract**

The beginnings of piano playing of children play an important role in laying quality pianistic groundings, which are crucial for their further pianistic development as well as for building their relationship with the instrument and music itself. This thesis is devoted to the study of elementary piano teaching of children aged 5–7 years. The aim of the thesis is to map the current state of piano pedagogy in Czech Republic and to propose optimal methodological procedures and solutions in the initial piano lessons based on modern pedagogical approaches and the needs of contemporary piano pedagogy. In five chapters of the work, this goal will be achieved by examining the historical background of piano schools in Bohemia over the centuries to this day, by setting up theoretical and practical bases for the researched issue and finally by research itself. Within the framework of practical bases, which served as a basis for subsequent research, an optimal methodological approach to teaching in the early stage of piano playing was proposed for children aged 5–7 years, which corresponds to the most modern requirements of the field. The optimal selection and arrangement of sheet music for the given area of pedagogy was also designed with a focus on Czech and foreign piano schools and instructive piano literature of the 20th and 21st centuries. The research itself was then conducted through a questionnaire in which piano teachers in the Czech Republic were addressed, with an overlap in Slovakia. A total of 268 respondents participated in the survey. The research was focused on finding methods of working in elementary teaching of children aged 5–7 years. The questionnaire identified demographic data on the research sample of teachers. It has been verified which piano schools and musical materials in the field of instructional piano literature are most frequently used in elementary piano teaching. Furthermore, it was examined how the musicality and piano skills of children are developed, what problems the teachers face most often in the early stages of teaching children and how they solve these problems. On the basis of the hypotheses, some elements of the elementary piano methodology were investigated, the results of the research were discussed, confronted with theoretical and practical bases of the work, and solutions to problems were proposed. The results of the research confirmed that Czech piano pedagogy is a high-level field that has been constantly evolving over the years, is

currently ready to adopt new impulses in elementary piano pedagogy and is positively inclined to adapt modern approaches to teaching.