

Tesis doctoral

Optimización del proceso de enseñanza-aprendizaje
de la técnica pianística: modelos para desarrollar
la eficiencia en la interpretación de los estudios
Op. 299 de C. Czerny (1791-1857)

AUTOR: J. Alberto Urroz Jaurrieta

DIRECTORA: Alicia Villar Lecumberri



Thesis Summary

The societal transformation and technological changes that have taken place during the last thirty years or so, have posed new challenges to musical pedagogy. In this current environment, the real availability for considerable time to be devoted to individual instrumental practice has become extraordinarily challenging and consequently often sacrificed.

Music professionals, in particular piano professors, face a delicate situation: societal changes have challenged the basic premises of piano teaching. The teacher cannot allocate more than sixty minutes per week to the pupil. It has become impossible to offer reinforcement sessions to the pupil, whether by bureaucratic imposition at educational institutions, or because it becomes socially unacceptable. Long ago are the days when the teacher would daily and meticulously train young talent. The shortage of study time available to music students force utmost optimization of the didactic-learning process. To achieve it, the teacher must develop the proper strategies with which to instruct pupils in the efficient control of practicing, so that the pupil derives the maximum benefit from the time spent alone with the instrument.

Pedagogic activity must be directed from earliest instruction to the acquisition of technique and the means of acquiring it as swiftly as possible with the minimum investment of time. Thus, the teacher must prepare the pupil to be self-demanding with utmost rigor in organizing, and sequencing in learning content. This important task has traditionally been neglected in musical education, and, consequently many teachers lack the necessary knowledge to instruct students in this area. It is thus that it is absolutely necessary to review existing knowledge of the methodology to organize and optimize Practice-time. The extraordinary methodological legacy of great musicians and teachers throughout history must be optimized to the maximum. Study strategies require attention at the same level as instrumental technique or analysis of musical content.

In this thesis we propose several models of study to accelerate the learning process of a core repertoire in the education of piano students worldwide: the studies, *Die Schule der Geläufigkeit, Op. 299*, by Carl Czerny. Adapting a pre-established

methodology to a selection of these studies and applying resulting strategies to this repertoire by a group of students, has enabled us to bring a new vision to the didactic-learning process that serves directly to increase the efficacy and progress of students and teachers.

Centering this research on the Czerny studies has enabled us to validate once again its pedagogic value as a tool to develop technique as well as efficient study strategies. It has also obliged us to discuss the magisterial position of this musician in history.

Finally, the practical application of a methodology on this repertoire has enabled the crystallization of an innovative pedagogical proposal of universal application, for the betterment of students and faculty. The research that has taken place in this thesis has brought forth greater knowledge and better application of the strategies that bring about the optimization of the didactic-learning process of piano technique.

