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PRIM CHATVICHAI : STUDY OF PIANO METHODS APPLIED AT VEEDAKORN MUSIC INSTITUTE NONTHABURI, THAILAND. THESIS ADVISORS : SUGREE CHAROENSOOK, B.Ed., M.M.E., D.A. (MUSIC) ANAK CHARANYANANDA, B.Ed., M.M. DENNY EUPRASERT, B.F.A., M.M. ORAWAN BANCHONGSILPA, B.Ed., M.M. 111 p. ISBN 974-664-031-3

The purpose of qualitative research was to research the general condition and applied method of teaching piano research conducted at Veedakorn Music Institute from July-October 1999. The study was classified into 3 steps. First, primary data were collected from textbooks, academic documents, thesis, information and fieldwork data collection. Piano instructors were requested to complete a questionnaire. The music institute owner, the general manager, the principal, piano instructors and former piano students were then interviewed. All 16 piano teachers were observed in class with their students. Secondly, the data were analyzed using the typological analysis of John Loftland's qualitative analysis. Thirdly, the data were presented using descriptive analysis.

The findings reveal that Veedakorn music institute is a private music school whose music teaching objectives are to develop music ability, future career, and positive attitudes to music. Music teaching emphasizes on Western music more than Thai music. Students can start from the age of 4. Fourteen subjects are taught including private and group teaching. There are 16 piano instructors, there was one male instructor and 15 female instructors. All held music certificates. There are more instructors who can teach in the primary level than in the intermediate and advanced levels. Instructor's activities were mainly based on playing, singing, listening, writing, moving, reading, speaking and creating. All levels were mainly focused on playing. Five approaches were regularly used by all instructors, imitation, repeated music practice, creativeness, comprehension and analysis. All instructors regularly used reinforcement approaches such as rewarding, various activities, playing, singing and conservation. Teaching aids were upright pianos, metronomes and textbooks. There were two types of evaluations in the piano course. One was an informal assessment, which was done in class. The other was a formal assessment, which was arranged at Veedakorn Music Institute or representatives took the exams at music institutes abroad.

In summary the differentiation of piano teaching at this institute depends on the adaptation to students' personalities and learning abilities, teaching psychology, motivation, piano instructor's personalities, teaching abilities and teaching levels.