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## THE SUZUKI LESSONS WITH CHILDREN ON THE AUTISM SPECTRUM

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The project aims to present the results of research on the indicators that determine the educational value of the Suzuki Method and their application to selected areas of child development within the autism spectrum. Special pedagogy is fundamentally an applied science, constantly seeking solutions to practical challenges related to the inclusion of children with special needs. My hypothesis is that learning to play a musical instrument can stimulate divergent thinking, foster creative attitudes, and develop social skills in children on the autism spectrum. The Suzuki Method defines musical abilities that can be cultivated, similar to the acquisition of native speech. Regardless of the inherent challenges in this analogy, every child ideally learns it through the simple principle of imitating their parents. There is no doubt that this can be applied to music education for individuals with deficits.

The research primarily focuses on the benefits of the Suzuki Method in specific areas of development for children on the autism spectrum at the primary school level. Due to the complexity and multidimensionality of this concept, a diverse methodological approach is required, taking into account the specifics of quantitative and qualitative research. This approach is based on various cognitive (epistemological) and research (methodological) assumptions, each serving different purposes and providing additional insights. In my study, I employ both quantitative and qualitative research methods.