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Criteria and indicators of social success of children with disabilities in additional education

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Abstract. The formation of social success of children with disabilities is necessary for their adaptation in society as active participants. In practice, this issue is not given enough attention due to the lack of interest among qualified personnel, confidence in the effectiveness of this process among parents, knowledge and practical skills of children with disabilities themselves. In this regard, the author aims to develop and test the effectiveness of the model for the formation of social success of children with disabilities. The selection of communicative, system, binary, and personal-activity approaches in the study allows us to determine the criteria and indicators of social success of children with disabilities in organizations of additional education. The result of the research is to clarify the concept of "social success of children with disabilities", which is an integral personal education in the process of activities that

reflect their achievements in the social sphere, leading to self-realization and determining the quality of spiritual and social life. The developed criteria of social success (cognitive, value-motivational, and creative-technological) determine the effectiveness of the model in the process of practicing applied types of creativity. The results of the research can be used in working with such children in institutions of additional education.

Keywords: social success, children with disabilities, approaches, criteria and indicators of social success.

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Table 2

Interrelation of criteria, indicators, diagnostic methods and the level of formation of the cognitive criterion of social success of children with disabilities

| Criteria | | | |
|---------------------------------------------------------------------|-----------------------------------------------------------|--------------------|--------------------|
| Criteria | Indicators | Diagnostic methods | Level of formation |
| Cognitive criterion of social success of children with disabilities | 1. Ability to understand and follow simple instructions | 1. Observation | S |
| | 2. Ability to interact with peers | 2. Interview | S < D |
| | 3. Ability to solve simple problems | 3. Test | 2 |
| Cognitive criterion of social success of children with disabilities | 4. Ability to understand and follow complex instructions | 4. Observation | 1- |
| | 5. Ability to interact with peers | 5. Interview | S. |
| | 6. Ability to solve complex problems | 6. Test | S |
| Cognitive criterion of social success of children with disabilities | 7. Ability to understand and follow simple instructions | 7. Observation | S < D |
| | 8. Ability to interact with peers | 8. Interview | 2 |
| | 9. Ability to solve simple problems | 9. Test | G |
| Cognitive criterion of social success of children with disabilities | 10. Ability to understand and follow complex instructions | 10. Observation | - |
| | 11. Ability to interact with peers | 11. Interview | - |
| | 12. Ability to solve complex problems | 12. Test | - |
| & | | | |

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Table 3

Interrelation of criteria, indicators, diagnostic methods and the level of formation of creative and technological criteria for social success of children with disabilities

| Criteria | Indicators | Diagnostic methods | Level of formation |
|-------------------------|------------------------------------|-------------------------------------------|--------------------|
| Creative criteria | Indicators of creative thinking | Methods of assessing creative thinking | I |
| | | | <D |
| Technological criteria | Indicators of technological skills | Methods of assessing technological skills | S |
| | | | « S » |
| Social success criteria | Indicators of social success | Methods of assessing social success | S |
| | | | « S » |
| Diagnostic methods | Indicators of diagnostic methods | Methods of assessing diagnostic methods | S |
| | | | « S » |
| Level of formation | Indicators of level of formation | Methods of assessing level of formation | S |
| | | | « S » |

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