THE USE OF VIDEO MATERIALS AT ENGLISH LESSONS FOR PRIMARY SCHOOL STUDENTS WITH SEVERE SPEECH IMPAIRMENTS

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This study explores the potential of using interactive video materials to improve the speech skills of students with severe speech impairments. It examines the impact of modern multimedia technologies, particularly interactive videos, on the educational process within educational and rehabilitation centers.

The rapid development of digital technologies highlights the importance of using video content with interactive elements as a valuable tool for effective learning. Research shows that students perform significantly better when engaging with materials that include subtitles. This approach captures their attention and aids in their understanding of the content. Furthermore, these interactive materials foster the development of independent learning skills and allow students to observe and imitate behavioral models. Additionally, video materials play an important role in the process of socialisation of children with speech impairments.

The article also describes communicative and cognitive, multimodal, personality-oriented, and activity-based approaches. They activate students' speech activity at English lessons, develop communication skills and interaction with partners.

The authors of the article argue that interactive videos can become a powerful tool for inclusive education, as they allow creating individualised learning paths that take into account the needs of each student.

The focus is on the importance of adapting materials to various levels of complexity and the specific needs of the students, which allows for a more personalized learning approach. Through an analysis of both the theoretical and practical aspects of this technology, the study emphasizes the need for further research and experimentation to assess its effectiveness and adaptation for students with different types of speech impairments. Additionally, it suggests potential directions for the future development of interactive video materials as a valuable tool in pedagogical practice.

Keywords: English language, learning process, methodological approaches, interactive videos, speech skills, speech impairments, digital technologies, special education, inclusive learning.

Problem Statement. Modern educational technologies are increasingly integrated into the foreign language educatio process. The use of video materials

stands out as one of the most effective methods for enhancing student motivation, stimulating cognitive activity, and improving comprehension of educational content. This is particularly significant for students with severe speech impairments, who require lessons provides both visual and auditory support. It helps to improve pronunciation, the learning of new vocabulary and grammatical structures. By combining visual and auditory elements, videos promote cognitive development and improve communication skills of children with speech impairments.

The relevance of the study is the need to develop effective methodological approaches to the use of video specialized teaching approaches. The integration of video materials at English materials in the educational process of primary school. It also focuses on identifying key principles for selecting and implementing video content, taking into account the unique perceptual characteristics of children with speech impairments.

An analysis of scientific sources and publications shows that N. Psheniannikova, M. Rudenko, O. Bogdanova and other researchers have worked on the effectiveness of using video materials in foreign language lessons. The effectiveness of the use of media, in particular video, in foreign language lessons is considered by L. Petryk. However, in our opinion, the aspects of using video materials at English lessons at primary school for students with severe speech impairments require more detailed consideration.

The goal of the article is to determine the effectiveness of using video materials in primary school English lessons for students with severe speech impairments.

At the current stage of education development, multimedia technologies are effective teaching tools. This is especially true for teaching foreign languages. Audiovisual materials allow us to create a natural language environment that facilitates and accelerates learning.

For children with severe speech impairments (SSI), the use of video is not just an auxiliary tool, but a necessary component of the educational process. It is video that can compensate for difficulties in understanding spoken language, expand the possibilities of perceiving information and make learning interesting and accessible. The communicative-cognitive approach, which focuses on the active use of language in different life situations, plays an important role in teaching children with SSI.Video materials allow children to see and hear the language in context, to observe the facial expressions, gestures and intonation of the speakers. This helps to develop communication skills even for those students who have limited vocabulary or difficulty constructing sentences [4].

Equally important is a multimodal approach that takes into account different channels of information perception. Children with SSI often have difficulty memorising words by ear, but visual cues (images, subtitles, gestures) help them to understand better and reproduce language units. Research indicates that approximately 80 % of information is perceived through the visual channel, making the combination

of visual and auditory stimuli an effective strategy for improving learning outcomes [2].

In addition, video materials support a personality-oriented approach , which is particularly important for children with speech impairments. They allow students to learn at their own pace, revisit complex segments, utilize subtitles, or replay audio for better comprehension. This approach relieves the emotional stress which often arises among students with SSI during traditional learning environments [1].

The activity-based approach also has a significant impact, as video can be used not only for passive information perception, but also for active involvement of students in the educational process. For example, after watching video clips, children can be asked to discuss, retell the content of what they have watched, or prepare a role play. This approach stimulates children's speech activity and helps them overcome their fear of communication [3].

In addition to the direct development of speech, video materials play an important role in the socialisation of children with SSI. Some of them avoid communication due to fear of making mistakes or being misunderstood. Watching video scenarios depicting real-life interactions allows children to learn effective social interactions, observe behavioral models, and imitate them. Thus, the video not only develops children's language skills, but also helps them become more confident and improve their relationships with their peers [5].

Another important advantage of using video materials is the ability to rewatch content. Children can return to complex material again and again, which is especially important for those who have difficulty processing information.The use of subtitles helps to combine audio and visual information, which improves understanding and memorisation of words and phrases.

In the process of using video materials in teaching English at primary school for children with SSI, it is important to plan and systematise the work at the initial stage and to adhere to certain requirements that will ensure its effectiveness and efficiency. To optimize the learning experience, it is necessary to assess the students' initial proficiency levels in monologic and dialogic speech. This evaluation enables teachers to tailor tasks based on each student's individual needs and specific speech impairments.

We have identified criteria for assessing monologic speech for students with SSI. The selected criteria are presented in more detail in Tables 1.

Table 1.

Criteria for Assessing Monologic Speech of Students with SSI

№	*Features of composing a narrative based on a series of story drawings*
1	The student lists objects and names individual actions.
2	The student constructs separate, unconnected sentences, demonstrating a limited vocabulary and making linguistic (lexical, grammatical) errors.
3	The student constructs individual fragments of a sentence, with limited vocabulary and language errors.

4	The student produces speech that does not form a complete text. The sequence of narration is not maintained, and the vocabulary is poor; language errors are present.
5	The student constructs a text with some coherence but lacks content depth; deviations from the topic are present; sequencing issues cause comprehension difficulties; language errors exist.
6	The student creates a text that partially develops the topic, but improvements are needed in sequencing, introduction, conclusion, word choice, and linguistic accuracy.
7	The student constructs a coherent text, reveals the topic, although sometimes the ratio of main and secondary information is violated, the choice of words needs to be clarified, there are language errors.
8	The student constructs the text, fully reveals its general meaning, but does not always manage to complete the statement logically, which causes difficulties in its perception; may not be accurate in the choice of words and expressive means of language, unjustified repetition or syntactic errors occur.
9	The student independently builds a fairly complete coherent statement, generally thoroughly covers the main idea; however, he/she does not express his/her attitude to what he/she is talking about; makes some speech and language errors.
10	The student creates a coherent, logically complete text independently; successfully selects expressive means of language; makes attempts to express his/her opinion about what has been said, but does not argue it; makes isolated lexical inaccuracies, language errors.
11	The student skilfully constructs a text characterised by logical completeness, relevance to the topic and purpose, and richness of vocabulary; the text expresses an opinion about the topic of conversation, but contains 1-2 linguistic or speech errors.
12	The student skilfully constructs a coherent, complete text, taking into account the communicative task, clearly expresses his/her own opinion, argues it; the work is marked by a rich vocabulary, accuracy of word use, grammatical and stylistic competence
13	The student creates a full-fledged coherent statement with a specific communicative purpose; consistently and exhaustively covers the subject of the conversation, successfully expresses and argues his/her attitude to what he/she is writing about; connects the subject of the conversation with his/her own life experience; the work is marked by a richness of vocabulary, grammatical correctness, stylistic perfection.

Each of the criteria complements each other, thus showing the level of a student's English language proficiency (from level 1 to level 13). To determine the effectiveness of video material implementation, an analysis was conducted on changes in the speech activity of 10 students with SSI.

The analysis of the results showed that after using the video materials, students demonstrated improvements in their ability to make sentences, expanded their vocabulary and became more confident in interacting in dialogue. However, there are still some difficulties in initiating speech, logical statements and correct grammatical structures, which indicates the need for further improvement of teaching methods.

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Table 2.

Assessment of Students' Speech Abilities (Monologic Speech) Before and After the Use of Video Materials at English Lessons

Monologic speech		
Student	**Before implementing video**	**After implementing video**
Student 1	He/she listed objects, named individual actions (1)	He/she constructed separate, unconnected sentences (2)
Student 2	He/she constructed separate, unconnected sentences, made significant language errors (2)	He/she constructed some fragments of the statement, although with mistakes (3)
Student 3	He/she demonstrated a limited vocabulary, phrases without logical connection (3)	He/she built statements, but without consistency (4)
Student 4	He/she built some sentences, but with a lot of mistakes (3)	He/she used short sentences, maintaining minimal sequence(4)
Student 5	He/she spoke inconsistently, with numerous language errors (4)	He/she constructed a simple text, although with a violation of the sequence (5)
Student 6	He/she used single words, did not build complete sentences (2)	He/she used short phrases, though with errors (3)
Student 7	He/she used simple sentences, but without a logical conclusion (4)	He/she spoke more coherently, although with mistakes (5)
Student 8	He/she spoke in fragments, without a clear structure (3)	He/she created simple text, though not always logically complete (4)
Student 9	He/she formed sentences, but without a complete text (4)	He/she constructed a coherent text with a violation of sequence (5)
Student 10	He/she made attempts to make sentences, but they were very short and with mistakes (3)	He/she created a short but coherent text (4)

An analysis of the obtained results revealed that, while no student reached a high level of proficiency, improvements were observed in speech structure, the ability to formulate sentences, and logical coherence in speech expression.

The analysis of the data presented in Table 2 shows a positive trend in the development of students' monologue speech after using video materials at English lessons. Before the introduction of video content, most students demonstrated fragmented speech, limited vocabulary, and their speech was characterised by significant errors and lack of logical structure.

After working with the video materials, a noticeable improvement was observed: students began to formulate more coherent statements, the number of disjointed phrases decreased, and their speech became more structured. Even those students who initially only listed objects or used single words were able to construct short but logically connected sentences.

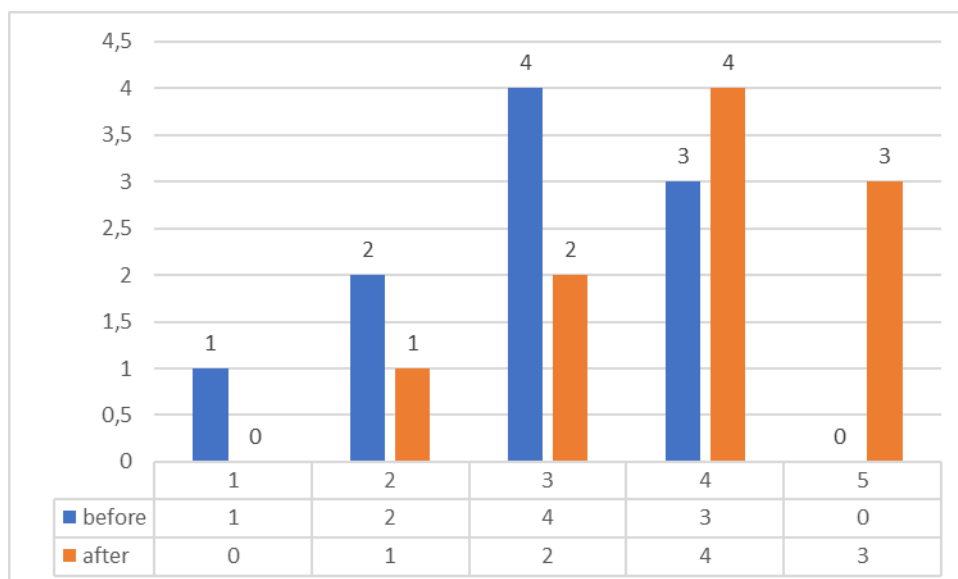|	1	2	3	4	5
before	1	2	4	3	0
after	0	1	2	4	3

Fig. The Level of Monologic Speech Development of the Third-Grade Students
with SSI Before and After the Use of Video Materials in English Lessons

Particularly positive changes were observed in those who previously had difficulty using even simple structures. They began to use new vocabulary more actively, although grammatical errors remain common. At the same time, none of the students achieved a high level of monologue proficiency, which indicates the need for further work in this area.

Thus, the use of video materials facilitated improvements in speech structuring, encouraged the active use of new vocabulary, and supported the development of basic expression skills. However, further work is needed to enhance coherence and grammatical accuracy in students' speech.

Conclusion and Prospects for Further Research. The study has shown that the use of video materials at primary school English lessons for students with severe speech impairments is an effective tool for developing speech skills. By combining visual and auditory elements, videos help children with speech impairments acquire vocabulary, grammatical structures, pronunciation and communication skills better. It is also important to use multimedia technologies to create a natural language environment that promotes the activation of students' cognitive activity.

One of the prospects for further research is to study the impact of interactive video materials on the development of speech skills of students with severe speech impairments. In particular, it is important to investigate how the use of videos with interactive elements can improve not only students' engagement but also their ability to learn independently and develop their language skills in a real-life context.

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ВИКОРИСТАННЯ ВІДЕОМАТЕРІАЛІВ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ В ПОЧАТКОВІЙ ШКОЛІ ДЛЯ УЧНІВ З ТЯЖКИМИ ПОРУШЕННЯМИ МОВЛЕННЯ

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Досліджено перспективи використання інтерактивних відеоматеріалів у процесі розвитку мовленнєвих навичок учнів з тяжкими порушеннями мовлення. Розглянуто вплив сучасних мультимедійних технологій, зокрема інтерактивних відео, на освітній процес в умовах навчально-реабілітаційних центрів.

Наголошено, що в умовах швидкого розвитку цифрових технологій використання відеоконтенту з інтерактивними елементами є важливим інструментом для забезпечення більш ефективного навчання. Показано, що учням значно краще працювати з матеріалом, який містить субтитри. Такий підхід активізує їхню увагу та сприяє засвоєнню матеріалу. Зазначено, що використання таких матеріалів сприяє розвитку навичок самостійного навчання, дає змогу спостерігати за моделями поведінки і наслідувати їх. Виявлено, що відеоматеріали відіграють важливу роль у процесі соціалізації дітей з порушеннями мовлення.

Описано комунікативно-когнітивний, мультимодальний, особистісно-орієнтований, діяльнісний підходи, які активізують мовленнєву діяльність учнів на уроках англійської мови, формують навички комунікації та взаємодії з партнерами.

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Зазначено, що інтерактивні відео можуть стати потужним засобом для інклюзивної освіти, оскільки вони дають змогу створити індивідуалізовані навчальні траєкторії, що беруть до уваги потреби кожного учня.

Акцентовано увагу на адаптації матеріалів до різних рівнів складності та спеціальних потреб, що дає можливість забезпечити більш персоналізований підхід до навчання. На основі аналізу теоретичних і практичних аспектів цієї технології наголошено на необхідності подальших досліджень та експериментів щодо її ефективності та адаптації для учнів з різними видами порушень мовлення. Запропоновано можливі напрями для майбутніх розробок інтерактивних відеоматеріалів як важливого засобу у педагогічній практиці.

Ключові слова: англійська мова, процес навчання, методичні підходи, інтерактивні відео, мовленнєві навички, порушення мовлення, цифрові технології, спеціальна освіта, інклюзивне навчання.