

IMPROVING WRITING AND READING SKILLS BY USING NEW METHODS AND ACTIVITIES

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Annotation: This article discusses effective methods of developing reading and writing skills when learning English as a second language. It is vital that language is the main factor of communication, and people try to learn the language in order to be good communicators. All languages, such as English, are also studied to achieve success in all spheres of society: education, medicine, economics or politics, and require a good command of all language skills. In particular, productive and receptive skills such as reading and writing play a crucial role in language learning and teaching. This document focuses on the importance of these skills and will explore effective, innovative and effective ways, methods and approaches. The ability to write described in this article is very important when teaching a foreign language; it helps students master the letters and sounds of the English language, its vocabulary and grammar, as well as develop habits and skills of pronunciation, speaking and reading.

Key words: ELL (English language learners), productive, speaking and writing, grammar, and develop pronunciation, speaking and reading, practice, skill

English, being an international language, is used by most people around the world, and it is spoken in all parts of the world. According to statistics for 2015, English is the official language of 67 sovereign states and 27 non-sovereign entities. However, it takes hard work and more practice to gain sufficient knowledge to use this language in communication. Since writing is a way of communication, both students and teachers pay more attention to this skill in ESL and EFL classes. English Language Learners (ELLS) should concentrate more on acquiring knowledge about vocabulary and its grammatical structure. To communicate well in English, ellS must master all four English language skills, namely: listening, speaking, reading and writing. Among these four skills, listening and reading are receptive or passive skills, while speaking and writing are productive or active skills. Listening and reading are called receptive or passive skills, because ELLS simply acquire and understand these skills and never develop them to perform these skills. On the other hand, writing and speaking are productive or active skills, since ELLS must create a language using these two skills. Before discussing writing skills and their role, this term should be clarified. Widdowson states: "Writing is the use of visual means to manifest the graphological and grammatical system of language." In addition, Richards and Schmidt argue that "Writing is seen as the result of complex processes of planning, drafting, reviewing and finalizing." Writing as a skill is very important when teaching a foreign language; it helps students master the letters and sounds of the English language, its vocabulary and grammar, as well as develop pronunciation, speaking and reading skills. Writing is of great practical importance because it can fix various types of patterns (graphemes, words, phrases and sentences) in the memory of students and, thus, have a strong influence on their consciousness. That's why the school curriculum says: "Writing is a powerful tool for teaching a foreign language." Writing includes penmanship, spelling, and composition. What is writing? The skills-based approach treats writing as a separate set of skills, including letter formation, spelling, punctuation, grammar, organization, and the like. This approach also treats writing as a product-oriented task. In this regard, as McLaughlin points out, writing, like many other complex tasks, requires "students to organize small interrelated tasks and their components." On the contrary, the holistic language approach considers writing as a process of creating meaning, driven by purpose and audience, rather than compositional rules. From the author's point of view, a full description of what is

written should include skill and meaning. This is exactly Krashen's point of view, he says: the ability to write is necessary, but not enough. Qualified authors who have acquired the code may still not be able to demonstrate their skills due to inefficient compilation processes. Effective composing processes can be developed with the help of simple practices and recommendations for writing "performance". The importance of writing: The entry in the EFL field has many uses and features. To begin with, the ability to write in acceptable academic English is very important for graduate students who need to write their dissertations in English. In addition, EFL writing allows you to communicate with a large number of people around the world. It also provides students with physical evidence of their achievements. This, in turn, helps them figure out what they know and what they don't. As Irmscher notes, "In our minds we can deceive ourselves. Not on paper. If there are no thoughts in our minds, then nothing comes out. Spiritual blurring turns into words only as blurring or nonsense." Writing also improves students' thinking skills. As Irmscher notes, "Writing encourages thinking because it forces us to concentrate and organize. Oral speech does the same thing, but written speech gives more time for inner reflection." In addition, writing can improve students' vocabulary, spelling and grammar. Finally, formal and informal tests often require writing skills. Teaching and Learning writing Skills-oriented teachers teach writing in parts, based on the assumption that students will not be able to correct it until they master the auxiliary skills that arise in the writing process. These auxiliary skills are clearly taught using the following methods:

- Copying standard compositions;
- Organizing a collection of random notes on thematic topics with thematic suggestions and secondary ideas;
- Changing encrypted sentences to organize a paragraph;
- Forecasting the ways (methods) of developing a thematic proposal;
- Analyze the passage using questions such as:
 - Which statement is the main one?
 - Which proposals directly support the main idea?
 - What method did the author use to develop the main idea?
- Fill in the missing connecting elements in the essay;
- Fill in the missing words or sentences in the essay;
- Combine a set of sentences to create an essay;
- Write thematic sentences in the given paragraphs;
- Create a paragraph by reading the passage and answering the questions in full sentences;
- Draw conclusions about reading or listening, using your own words if possible;
- Rewrite the passage from another person's point of view;
- Turn a story into a dialogue;

All foreign language teachers teach writing, involving students in the writing process. In all language classes, students write all the essays from the very beginning and share them with the teacher or other people. The following methods are applicable to all language perspectives. A dialogue diary is a long-term written conversation between a student and a teacher in or outside of the classroom. Students write on any topic, and the teacher writes an answer to each student, expressing comments and opinions. Teachers do not edit journals in the traditional sense of the word. Instead, they respond by asking questions and commenting on the content. Such answers guide the process and give the activity meaning. The most important reason to use letter writing is that students like to write and receive letters. Another reason is that descriptive, explanatory, persuasive, expressive and descriptive forms of writing can be practiced in letters, regardless of whether they are intended for real use or not. To see if young English-speaking children can continue the conversation about writing a letter to understand their abilities as letter writers. The researchers found that children worked as fully and efficiently as reporters from the very beginning. As the exchange of opinions continued, the children showed that they could create new topics, continue them and close them as needed. Correspondence improved students' writing skills, as well as their self-esteem.

- The Writing Process: Heald-Taylor describes the writing process in her book *Holistic Language Strategies for ESL Students* as follows: The writing process is an approach that encourages young people [and adults] from ESL to communicate their written messages

and simultaneously develop literacy skills... Instead of... handwriting, reading, phonetics, spelling, grammar and punctuation. The transmission of a message in the process of writing is important and, therefore, develops, but incorrect attempts at handwriting, spelling and grammar are allowed. As described above, the writing process can improve students' writing skills as it encourages them to write and continue to write regardless of their ability level. The writing process also refers to the process by which a writer participates in the creation of meaning. This process can be divided into three main stages: preparation for writing, post-writing and post-recording. The pre-appointment stage includes planning, summing up, brainstorming, data collection and much more. The writing stage includes the transformation and systematization of information into written speech. The post-writing stage includes correction, editing, publishing, and so on. The data of the National Assessment of Educational Development (NAEP) in writing showed that "activities related to the motivation of teachers... they were firmly connected with the average written language." An integrated approach assumes that the writing process and the product complement each other, and that a combination of both can improve writing skills beyond the level that can be achieved using only one product. In support of this view, Hairston states: We cannot teach students to write based on what they write. We also need to understand how the product appeared and why it took such a form. We need to understand what happens when we write. Opponents of the skills-based approach argue that learning writing skills is often not fun. As Rose notes, "Part of the problem in teaching children the mechanics of writing is that teaching is often not fun. Teachers themselves may not like grammar and punctuation." Such opponents add that excessive emphasis on the conventions of writing can lead to a distortion of meaning. According to Newman: Excessive attention to correct spelling, punctuation and neat handwriting can make children think that the rules of writing are more important than the meaning they want to convey. On the other hand, opponents of the holistic language approach argue that students cannot convey meaning without written conditions. It can be seen from the above that, like the skills-based approach, a holistic language approach is necessary, but not sufficient for mastering writing. Thus, the integrated approach offers the following three main steps as a procedure for teaching writing to students studying a foreign language:

- Presentation of notes At this stage, the teacher explains some vocabulary, grammar, punctuation and spelling rules. Such skills should become the basis for the other two stages.
- Guidance At this stage, students read a sample essay. Then, under the guidance of a teacher, they use the skills described in the first stage, as well as the acquired skills, to generalize this typical composition or change it from a story to a dialogue or vice versa.
- Independent work At this stage, each student uses the self-writing process to write an entire essay on a topic of their choice. He then discusses what he has written with the other students in the class. In conclusion, it should be clarified that to improve the effectiveness of writing skills, there are many colorful and interesting teaching methods for teachers, which consist in filling out a story, writing a story or bypassing the story. They help improve students' written English and motivate them to use this language in real life.

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