The English teacher and methodologist Michael West is the author of about 100 works on teaching reading, oral speech, as well as compiling educational dictionaries. Reading according to the West method is not only a goal, but also a means of learning, especially at the initial stage: it allows you to accumulate a dictionary and thus create a base for the development of reading and speaking skills. The main contribution of West is that he created a series of teaching textbooks, which are texts compiled on previously selected lexical units, taking into account the gradual introduction of new words and their repeatability (one unfamiliar word introduced on 50 known ones appears at least three times in a paragraph, possibly more often in the rest of the lesson) [1]. The main task of the system, he considers the education of students, primarily reading in a foreign language with a small number of students. The psychological justification of this system is the following provisions: reading can be taught separately from oral speech, in any case not on its basis; reading is easier activity than speaking; reading at any level of development has practical value, and the related sense of success increases student' interest in a foreign language; reading is the main way of introducing to the culture of the people whose language is studied; as a result of reading a large number of texts, the student develops a feeling of a foreign language, due to which the negative influence of the mother tongue is weakened, which facilitates and accelerates the further development of oral speech [2]. West sees the purpose of teaching foreign languages in reading of his/her own with a general scope of content, during which the reader does not delve into details. To achieve this goal, the types of work adopted at school are unsuitable: reading aloud and reading-surveillance, which teach the student to focus on each word, which hinders the development of free, fast reading skills. Throughout the course, only coherent, mostly interesting texts are used. Each of them is preceded by pre-text questions, to which students must find answers during the reading process. The easy language of texts combined with the task of searching for certain information, as well as an exciting plot, create conditions for a direct understanding of the text and develop reading speed [2]. 40 Since the main problem in teaching reading, according to West, is the accumulation of vocabulary, two types of texts are used in the educational process: - text based on new material only; - text containing new words. Texts whose function is to expand vocabulary, that is, texts with new words, are combined into basic texts. In them, new words (5-6 per page) are usually given in a context that «prompts» their meanings; they are repeated several times in the first story, and then regularly meet in the subsequent texts through intervals, gradually increase. This repetition is designed to ensure the invisible assimilation of new material. Each textbook containing texts for expanding the vocabulary of students is accompanied by 5-8 additional textbooks (Supplementary Readers), a Blank Companion and a collection of exercises (Composition). The language material of all the manuals of one complex (there are seven such complexes) is fully consistent with the main textbook. Despite the fact that West is developing a methodology for teaching reading, which is not characteristic for straightforwardness, he is united with representatives of this area by interpreting the processes of mastering the native language and foreign language as identical processes: assimilating language material by repeating it repeatedly, studying grammar by analogy and guessing the meaning of certain forms from the context without any generalizations, etc. West viewed language teaching programme as a whole and gave each skill its legitimate place. He believed that: 146 «The initial stage of learning a foreign language should, we believe, be to learn to read it-even in the case of the student who aims at complete mastery (of reading, writing and speech)» [5]. His compilation of the ‘New Method Readers’ paved the way towards the method based primarily on reading and it came to be known as ‘The Reading Method.’ Michael West made a significant contribution to the teaching of reading methodology. He first developed a completed system of teaching to read about himself in a foreign language. Many of his recommendations are applied today in various methods for teaching so-called extensive reading! The disadvantages of the generally very fruitful West reading teaching system include the erroneous identification of mature reading and reading with a general understanding of content, which is only one of the private manifestations of mature reading. The understanding of the text, as the assimilation of all language material, should be carried out intuitively, based on a guess, without the use of elements of any analysis, which is unacceptable when reading serious texts. West's assertion that reading is easier than speaking is only partially true.