The name "direct method" appeared because supporters of this method tried to associate lexical units of a foreign language directly with their meaning, bypassing the native language in the educational process. Initially, this method was used to teach only oral communication. Later, other practical goals were set, including teaching to read. By using the mother tongue, the supporters of the direct method claimed that we would not be able to give students a sense of a foreign language. This way of learning the language was seen as easier and shorter. Drawing an analogy with the natural way of learning a mother tongue, the method's supporters found confirmation of the correctness of these provisions. In order to create conditions similar to those that exist when learning a mother tongue, it is obvious that it is necessary to recreate the appropriate language environment in foreign language classes. Teaching is carried out only in the foreign language, using the untranslated disclosure of the meanings of lexical items and grammatical phenomena with the use of various visual aids. The assimilation of new material is based on the use of speech samples and the construction of sentences by analogy, by modeling the similar. In the process of learning, listening to and repeating samples, reading texts, students must derive rules from them themselves, and then turn them into a holistic system. Creating vocabulary requires the use of context due to the fact that words have multiple meanings. Understanding the PEDAGOGY TRENDS OF YOUNG SCIENTISTS REGARDING THE DEVELOPMENT OF SCIENCE 116 fact that language consists not of words, but of sentences, we ensure that students develop a competent vocabulary in the course of their studies. With regard to vocabulary teaching, the method's supporters were guided by the provisions of psychological linguistics [1]. The main provisions of the direct method are as follows: foreign language teaching should be based on the same physiological and psychological laws as in teaching the mother tongue; memory and sensations, not thinking, play the main role in language activity. The whole process of learning with this method comes down to creating a foreign language atmosphere. Supporters of direct methods sought to exclude the mother tongue when teaching a foreign language, used monolingual methods of semantics of language material, trying to establish "direct" connections between words and concepts. The direct method proclaims the following principles: - the mother tongue may not be used, and the teacher may not be proficient in it; - classes begin with dialogues and anecdotes in a modern conversational style; - specific actions and visual aids are used as a visual aid; - grammar is learned inductively; - literary texts are read entirely for pleasure and are not analyzed grammatically; - the language is learned inductively; - the teacher should be a native speaker or have natural pronunciation and communication skills[2]. The most prominent representatives of the direct method are Harold Palmer and Michael West. The direct method became the basis for the development of such highly specific teaching methods as audio-lingual and audiovisual. Palmer's method. English educator and methodologist Harold Palmer (1877-1950) was the author of more than 50 theoretical works, textbooks and manuals. Palmer's most valuable methodological provisions are the rationalization of the pedagogical process and the systematization of educational material. Palmer believed that the main goal of learning a foreign language was to master oral communication. His method is also called the oral method [3]. The most interesting part of Palmer's method is the system of exercises for developing correct speaking skills, which is divided into the following types: - purely receptive work (subconscious understanding, conscious oral assimilation, training in the execution of orders, one-syllable answers to general questions); - receptive and imitative work (repeating sounds, words and sentences after the teacher); - Conventional conversation (questions and answers, orders and responses, ending sentences); - natural conversation [2]. West's method. English educator and methodologist Michael West is the author of about 100 works on teaching reading, oral communication, and 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 build up a vocabulary and thus create a basis for the development of reading and speaking skills. West's main PEDAGOGY TRENDS OF YOUNG SCIENTISTS REGARDING THE DEVELOPMENT OF SCIENCE 117 merit lies in the fact that he created a series of teaching aids, which are texts based on previously selected vocabulary items, taking into account the gradual introduction of new words and their repetition (one unfamiliar word introduced for 50 known ones appears at least three times in a paragraph, possibly more often in another part of the lesson). West sees the goal of teaching foreign languages in free reading to oneself with a general coverage of the content, in which the reader does not go into details. Michael West made a significant contribution to the methodology of teaching reading. He was the first to develop a complete system of teaching reading to oneself in a foreign language. Many of his recommendations are still used today as part of various methods for teaching so-called extensive reading. Compared to the methods of the classical school, the direct method was a progressive phenomenon. It yielded positive results due to the rationalization of educational material, intensive learning process, use of visual aids and active teaching methods. The disadvantages of the direct method include: equating the ways of learning a foreign and native language; abuse of intuition to the detriment of conscious learning; ignoring the native language when learning a foreign language; limiting it to narrowly practical purposes and underestimating its general educational value; simplification and impoverishment of the language as a result of the exclusion of idiom, phraseology, and stylistic features of language material. There is an opinion among researchers that the use of the mother tongue in foreign language classes is appropriate in the following cases: 1) when explaining complex concepts, 2) when interpreting the meaning of unfamiliar words and expressions, 3) to summarize and clarify difficult grammatical rules made by students, 4) for instructions to complex grammatical tasks, 5) teaching transcription and pronunciation, 6) when explaining reading strategies [4]. The Callan Method, an express method of learning English developed by Robert Callan, was created on the basis of the developments made in the early 20th century. The training in this case is carried out using the basic principles of the direct method in a simple, relaxed atmosphere. Callan Method is an intensive and very effective class in small groups, divided into 12 main stages. The first level, or A1 Beginner, is designed for beginners who have little or no knowledge of English, and the twelfth level, C1 Advanced, is aimed at "advanced" students who can already communicate with native speakers on their own at a very good level. The modern Direct Method, which became the next stage in the development of the Callan Method, is the best method of learning English based not on dead methodological material, but on the use of spoken language, i.e. the most vivid form of communication. If earlier it was necessary to communicate directly with native speakers, then with the advent of technical means, the direct method of learning English has been supplemented by an audiovisual version of learning that uses video materials. This method also allows you to achieve the emergence of language automatisms, such as responses to audio and video stimuli.