**Pryshliak Mikhail Ivanovich Influence Of the lectures on the formation of student’s interest in studying non-core subjects.**

The article focuses on the problems associated with studying the core disciplines in higher educational institutions of Ukraine; expressed opinions about the role of lectures in the structure and formation of positive attitude of students towards these disciplines.

Today curricula of specialties quite intense. To explore offers quite a number of subjects. And although each of them is aimed at creating certain competences, not all of them are perceived by students by far. Most think that they need to study only those disciplines of knowledge which will be needed in the future. But go there for the benefit of the students of such a conditional distribution? There is a need to convince them of the error of this opinion. Feeling the lack of interest in academic discipline, we believe that only through a properly chosen form of communication with the audience the teacher has the opportunity to change it. And properly carried out in this respect, the lecture can play a positive role, to awaken interest in new knowledge.

Among the proposed pedagogical scientific forms of communication that promotes the easy formation of interest to studying the core subjects, we believe, is the lecture-conversation or dialogue with the audience. Significant advantages of the lecture such that it activates students attention, promotes creative, easy communication lecturer with the audience, takes into account the specifics of professional training of students, non-core of the discipline, which prompted the lecture. Remember, students are not worse than the lecturer known about the events that happen. They feel the need, the need for the lecturer commented on the known facts. And it should be ready for it. In this aspect, it is appropriate to translate the lecture-conversation lecture-discussion.

In modern conditions for the student the most valuable is obtaining such knowledge that would have made it competitive in a market economy. Last but not least achieving such learning outcomes depends on the level of lectures, which would promote the formation of student’s positive motivation to studying the core disciplines.