

## **THE ACTIVITY APPROACH IN THE FORMATION OF FUTURE ECONOMISTS' VALUE ATTITUDE TO PROFESSIONAL ACTIVITIES**

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The analysis of tendencies of formation and development of the national education system reveals the necessity of its modernization. The priority task is forming specialists of new formation: with a high level of professional competence, personal development, mastering of proper professional and value priorities.

Future economists training in this context is no exception and also needs improvement. Therefore the problem of identification and substantiation of the methodological approaches to the formation of future economists' value attitude to professional activity has been actualized.

Thus along with axiological, competence, personality oriented, systematic and environmental approach the activity one has acquired a particular importance. In the scientific literature it has been presented by the psychological theory of activity (K. Abulkhanova-Slavskaya, L. Vygotsky, P. Galperin, G. Kostyuk, S. Rubinstein and others) and by the theory of educational activity (V. Davydov, A. Markov, V. Slavtchenko and others).

In the context of formation of future economists' value attitude to professional activity its main idea is the following: the process of formation of future economists' value attitude to professional activity is mediated by the development of different activities (educational, scientific, research, professional, creative and other ones) at the time of training and education with using principles of development, historicism, objectivity, activity, interiorization and exteriorization; the unity of building external and internal activities; the system analysis of psyche; dependence of mental reflections from the place of the object which is reflected in the structure of activity; the unity of consciousness and activity; gradual mastering of activities.

In the framework of the activity approach forming future economists' value attitude to professional activity is the element of professionally oriented activities which provides transferring objectively significant professional values to subjective level in the training process at higher educational institutions.