

DYNAMICS OF VALUES OF PHYSICAL SELF-IMPROVEMENT OF HIGHER EDUCATION STUDENTS IN EDUCATIONAL INNOVATION OF UKRAINE

The article provides a comprehensive analysis of the dynamics of the values of physical self-improvement in the educational innovation of Ukraine. The evolution of ideas about physical development and a healthy lifestyle in the educational system, as well as their transformation under the influence of new educational trends and technologies, is studied. Particular attention is paid to changes in the attitude towards physical self-improvement among students of higher education, the role of teachers in the formation of these values, as well as the influence of international experience on Ukrainian educational practice.

The article analyzes modern approaches to the integration of physical activity into the educational process, examines the key factors contributing to the popularization of physical self-improvement among young people, and identifies possible areas of improvement in this area in the conditions of globalization and digitalization of education. The work emphasizes the importance of physical self-improvement as an integral part of comprehensive personality development, which contributes to improving the quality of life, social activity and competitiveness of graduates of public institutions of higher education in the global environment.

The valuable aspect of physical education and self-improvement has always been a mandatory component in the Ukrainian methodology of higher education. Broader or narrower comments on this matter can be found in all prominent scientists. Thus, special studies on the axiology of health care, motivation of physical culture, sports and educational activities by such scientists as Yu. Boyko remain valuable; T. Krutsevich, O. Podlesny, R. Gurevich, O. Palamarchuk, S. Hryshchenko; B. Maksymchuk, N. Bashavets and others.

Recently, Ukrainian scientists began to pay significant attention to innovative methods and approaches to physical education in higher education. However, the axiology of physical and bodily self-improvement has not yet been rethought in this context and needs scientific reflection.

Taking into account the above discussions and the latest discourse of domestic scientists, as well as our own observations, we can dichotomously present the axiology of self-improvement of the physical development of student youth in the context of modern educational innovations (Table 1.), noting that managers and teachers of higher education institutions should take into account when planning the content of education and the selection of methodological tools for both groups of values.

Table 1

*The latest values of physical self-improvement of youth.
Dichotomous classification*

FE values in the framework of educational communication and interaction	FE values in the framework of socio-cultural youth communication and interactio
Being physically fit is valuable because it: meets the expectations of the environment (including teaching staff); is a component of the generally accepted system of values; promotes self-esteem and self-identity; helps to acquire a profession; promotes communication in the group; raises the prestige of the student; preserves health; aesthetically and beautifully; strengthens the character (especially in boys); contributes to life success; allows you to become a leader of the student body; promotes sports achievements (acmeology).	Being physically and bodily perfect is valuable because it: attractive (aesthetic), courageous (boys), feminine (girls); fashionable (to be beautiful, developed and healthy); promotes intracultural youth integration and self-identity (hangouts, subcultures, clubs) sexual and promotes communication with the opposite sex promotes both identity and selfhood, separation from the "gray mass", distinction (distinctive axiologeme) creative (the body as an object of creation, body art, bodybuilding, etc.) technologically (there are physical culture, biochemical, surgical, hairdryer, spa and other body improvement technologies).

The following observations were the result of our research.

1. Unlike foreign researchers who study the direct introduction of the axiologist's pre-determined goals into the physical education of students, who traditionally oppose the student's internal educational space to the external socio-cultural one, domestic scientists understand the openness, interpenetration and even conditionality of these spaces in the context of educational and general technological innovation.

2. Using the experience of our review and the relevant generalizations, we can single out at least three interrelated, but also homologous levels, which at the same time are consistent (from the motive to the result) phenomena in time. Since the latest values and motives of physical self-improvement are a multidimensional and multilevel plane, we

believe that these levels represent the behavioral, activity, and methodical planes and contain, in our opinion, four gradual components each (Table 2.)

Table 2

Motivational and value levels and components of physical self-improvement of students

Component  Level 	Propeller	Process	Systematicity	Result
ACTIVE	Will	A healthy lifestyle	Life practice	Life success
BEHAVIORAL	Need	Nature-appropriate activity	Physical activity	satisfaction
METHODICAL	Reflection	Self control	Self-education	Self-improvement