

GLOBAL SCIENTIFIC AND SOCIO-PUBLIC FOCUS ON THE PHYSICAL SELF-IMPROVEMENT OF YOUTH STUDENTS AS A PHENOMENON AND AN INTERSCIENTIFIC CONCEPT

For the first time, the article discusses the problem of the definition of "physical self-improvement of student youth" (PSSY) on the basis of broad theoretical and sociological material against the background of the fact that there are inconsistencies, outdated approaches and semantic uncertainty (entropy) in educational and social paradigms.

The main conclusion of the article is the dependence of the key definitions of the social, personal and educational phenomenon of physical self-improvement of student youth on the historical and post-historical context and educational traditions.

In today's technologized and "digitally engaged" world, the physical self-improvement of student youth needs a new understanding due to total changes in lifestyle and increased levels of stress and health risks. Young people, on the one hand, face a heavy load from studying, on the other hand, they hardly care about a sedentary lifestyle and a long time spent at computers. This leads to deterioration of physical health, increased level of stress and reduction of general working capacity, which challenges scientists in the theory and methodology of sports and physical education; public organizations and other subjects to popularize natural styles of social behavior and health care.

A kind of "boom" of spiritual and physical self-improvement came to the Western World (mainly in the USA) after the Second World War and the final decolonization, when East Asian and South American practices combining martial arts and tempering gained mass popularity. On the one hand, it contributed to the convergence of physical and spiritual self-improvement, on the other hand, it gave birth to so many modalities and personal practices that it finally blurred the concept of "physical self-improvement".

However, soon, with the scope of globalization, and in the cultural landscape of postmodernism, the sociology and biopolitics of sports emerged as a kind of compromise between a person's desire for physical self-improvement and the efforts of states and corporations to "manage bodies" with a pragmatic goal (media, fashion, mass culture or marketing), for which many alternative modes of self-fulfillment began to be offered. In our opinion, it was then that the epochal turn from "physical self-improvement" to "bodily self-improvement" took place, which has not passed to this day.

Having paid attention to the world experience of definition, understanding and practices of PSSY, we see that there are thorough review and descriptive studies on this matter, but they do not concern the definition of refined definitions, but socio-pedagogical understanding, which is a practical correlate of dictionary concepts. One of such concepts, which is a homologue of PSSY, is personal and social development in physical education and sports, about which the authors conducted a detailed review of the literature and

conducted semi-structured surveys of physical education teachers. The researchers noticed that the design of most studies that studied the physical self-development of pupils and students from a theoretical and methodological point of view can be imagined in the form of 11 theme-concepts, which determines the theoretical definition in terms of the scope of the concept. For the completeness of the definitive picture, we will list these 11 topics, quoting the above-mentioned authors: "labor ethics; control and management; goal setting; decision-making; solving problems; responsibility; leadership; cooperation; meeting people and making friends; communion; and prosocial behavior."

Against the background of the above conceptual ambiguity (actually, synonyms), it is worth mentioning the independent physical activity of students as another close correlate of the PSSY phenomenon, which was written about by G. Hill, a researcher at the Department of Kinesiology (California). He called the very educational and social method of promoting physical self-improvement through educational (lessons, clubs) and extracurricular (breaks, extracurricular activities) a hierarchy of independent physical activity, which demonstrates the framework and gently directing effect of mentors while maintaining personal horizontal connections in the organization of self-improvement by the student. This approach again favors an individualistic definition of youth physical self-improvement in the US, even when it comes to educational institutions.

In the end, it must be recognized that in specific studies devoted to PSSY, the definition is presented directly or in the context of the entire discourse with a certain emphasis, which is determined by the specificity of the subject or the position of the author. This has become especially noticeable since the 1990s, when the multimodality and interdisciplinary of humanitarian studies gained particular popularity. It is noteworthy that some of these definitions are very precise and concise. Thus, R. Shepard, studying the impact of physical activity on academic performance, considered the physical self-improvement of pupils and students from the point of view of psychology - as a useful habit that positively affects other habits and productive behavior. Instead, in recent times, even representatives of post-totalitarian societies have begun to move away from value-motivational, planning-methodical, and other directive approaches to defining PSSY.

As we can see, physical self-improvement goes far beyond the scope of physical activity and sports and involves a certain lifestyle that cannot be controlled in young people by educational institutions, coaches or other managers.

Therefore, the definition of physical self-improvement is quite clear even from the standpoint of controversial approaches, among which the most antithetical are liberal and conservative, but the presence of student youth in the subject of our research as the subject of such improvement imposes a limitation that methodically facilitates the work, but complicates the existential understanding and practical process natural physical conscious self-improvement. It is this limitation that we believe is the biggest challenge for this paper.

We made an important conclusion that in democratic (post-colonial) societies, the definitions of PSSY (if we are not talking about metaphysics, but educational and life practice) will be somewhat different due to the main contradictions: tradition - evnnovatics; joint - individual. However, the compromise is facilitated by the current states of transitional societies like the Ukrainian one, which have finally "broken away" from the Soviet legacy, but have not yet entered a progressive and innovative educational and socio-political context.

The result of the definitive analysis of a number of studies showed that the physical self-development of pupils and students can be imagined in the form of about 10 key topics that determine the scope of the concept of PSSY (labor ethics, control and management, setting goals, decision-making, problem solving, responsibility, leadership , cooperation, communication, prosocial behavior and meeting people). Outside the educational context, this is complemented by the independent physical activity of students, which is a close correlate of PSSY, is not subject to clear regulation and definition, but is considered appropriate under the gentle mentoring influence of coaches while preserving individual modes.