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PHYSICAL SELF-EDUCATION AND SELF-IMPROVEMENT IN A HEALTHY LIFESTYLE

Physical self-education is understood as a process of purposeful, conscious, and systematic self-improvement aimed at developing an individual's physical fitness. It includes a set of techniques and activities that define and regulate an individual emotionally charged, active stance toward their health, psychophysical state, physical improvement, and education. Physical education and training will not yield long-term positive results unless they stimulate the student's desire for self-improvement and self-development. Self-education intensifies the process of physical education, reinforcing, expanding, and refining the practical skills and abilities acquired in physical education. Self-education requires willpower, although this willpower is formed and reinforced through work and overcoming difficulties that stand in the way of achieving goals. It can be combined with other types of self-education-moral, intellectual, work-related, and aesthetic. The main motivations for physical self-education are: the demands of social life and culture; The desire for recognition within the group; competition; the awareness of one's own inadequacy in meeting the demands of social and professional activities. Motivation may include criticism and self-criticism, which help one recognize one's own shortcomings.

The process of physical self-education includes three main stages. Stage I is associated with self-knowledge, identifying positive mental and physical qualities, as well as negative aspects that must be overcome. The effect of self-knowledge is determined by the student's self-discipline. Self-knowledge methods include self-observation, self-analysis, and self-assessment.

Key words: *self-education, self-improvement, health, lifestyle, self-control.*

Бойко Г.Л., Козлова Т.Г., Шарафутдінова С.У., Гетьман Л.М. Фізичне самовиховання та самовдосконалення в рамках здорового способу життя. *Фізичне самовиховання розуміється як процес цілеспрямованого, свідомого та систематичного самовдосконалення, спрямоване на розвиток фізичної підготовленості особистості. Воно включає сукупність прийомів та заходів, що визначають та регулюють емоційно заряджену, активну позицію особистості щодо свого здоров'я, психофізичного стану, фізичного вдосконалення та освіти. Фізичне виховання та тренування не дадуть довгострокових позитивних результатів, якщо не стимулюватимуть прагнення учня до самовдосконалення та саморозвитку. Самоосвіта ідентифікує процес фізичного виховання, закріплюючи, розширюючи та вдосконалюючи практичні навички та здібності, набуті у фізичному вихованні. Самоосвіта вимагає сили волі, хоча ця сила волі формується та підкріплюється через працю та подолання труднощів, що стоять на шляху досягнення цілей. Її можна поєднувати з іншими видами самоосвіти – моральною, інтелектуальною, трудовою та естетичною. Основними мотивами фізичного самовиховання є:*

вимоги соціального життя та культури; прагнення до визнання в групі; конкуренція; усвідомлення власної нездатності задовольнити вимоги соціальної та професійної діяльності. Мотивація може включати критику та самокритику, які допомагають усвідомити власні недоліки.

Процес фізичного самовиховання включає три основні етапи. І етап пов'язаний із самопізнанням, виявленням позитивних психічних і фізичних якостей, а також негативних аспектів, які необхідно подолати. Ефект самопізнання визначається самодисципліною учня. Методи самопізнання включають самоспостереження, самоаналіз та самооцінку.

Ключові слова: *самоосвіта, самовдосконалення, здоров'я, спосіб життя, самоконтроль.*

Formulation of the problem. Self-observation is a universal method of self-knowledge, the depth and adequacy of which depend on its focus and the student's ability to see and systematically observe qualities or characteristics of one's personality based on established criteria. Self-analysis requires examining the action or behavior performed and the reasons that led to it (for example, failure to perform a planned set of exercises in the daily routine may be caused by additional work on school assignments, deteriorating health, or a lack of desire); it helps to identify the true cause of the action and determine how to overcome undesirable behavior next time. The effectiveness of self-analysis depends on the adequacy of self-esteem as a means of organizing one's behavior, activities, relationships with others, and attitudes toward successes and failures, which influences performance and further personal development. Self-esteem is closely linked to the level of aspirations and the degree of difficulty in achieving the goals a student sets for themselves.

Analysis of literary sources. We analyzed the opinions of such authors: Boyko G., Kozlova T., Sharafutdinova S. [1], Zubko V., Garnusova V., Shyp, L. [2], Sabirov O., Abramov S. [3], Soga S., Mykhailenko V., Dobrovolskyi V. [4].

A discrepancy between aspirations and actual capabilities leads to students misjudging themselves, which leads to inappropriate behavior. Self-esteem depends on its quality (adequate, overestimated, or underestimated). If it is underestimated, it contributes to the development of self-doubt and limits life prospects. Its adequacy is largely determined by the presence of clear criteria for behavior, actions, physical development, and physical well-being. The first stage concludes with the decision to work on oneself [2].

At stage II, a goal and program for self-education are determined based on self-characterization, and a personal plan is developed based on these. The goal may be general in nature and is typically set for a long period of time (e.g., achieving a high level of physical fitness); specific goals (tasks) are set for several weeks or months.

A sample program-a guideline for physical self-education-can be presented as follows. The goal is to develop the individual's physical fitness.

Objectives of the activity: 1. To incorporate a healthy lifestyle and improve health. 2. To intensify cognitive and practical physical education and sports activities. 3. To develop the individual's moral and volitional qualities. 4. To master the fundamentals of physical self-education methods. 5. To improve physical development and fitness in accordance with the requirements of future professional activities. The general program should take into account the individual's living conditions, characteristics, and needs. Based on the program, a personal plan for physical self-education is developed. Stage III of physical self-education is directly related to its practical implementation. It is based on the use of methods of influencing oneself with the goal of self-change. Methods of self-influence aimed at improving one's personality are called self-management methods. These include self-command, self-hypnosis, self-persuasion, self-exercise, self-criticism, self-control, and self-reporting [1].

Systematically completing a self-monitoring diary is like a self-report on the day's activities. By reporting on their actions and deeds, the student gains a deeper understanding (and sometimes suddenly discovers) of which qualities they need to develop first, which shortcomings they need to eliminate to improve their personality, and which changes they need to make to their personal self-improvement plan. There are two types of self-reports: final and ongoing [3].

Final self-reports are compiled over a relatively long period of time-several months, a year. It is based on self-analysis of factual material characterizing a person's behavior in various situations and circumstances and the results of this, which are reflected in their morphofunctional, mental, and psychophysical state. An ongoing self-report is compiled over a short period of time-a day, a week, or several weeks. Thus, a student's ability to notice even minor changes in self-improvement is important, as it reinforces their confidence in their abilities, energizes them, and facilitates further improvement of their self-improvement program and the implementation of a healthy lifestyle [4].

The main motivations for physical self-education are the demands of social life and culture; the desire for recognition within a group; competition; and the awareness of the inadequacy of one's own abilities with the demands of social and professional activities. Motivation may include criticism and self-criticism, which help one recognize one's own shortcomings. The process of physical self-education includes three main stages. Stage I is associated with self-knowledge, identifying one's positive mental and physical qualities, as well as negative manifestations that must be overcome. The effect of self-knowledge is determined by the student's self-discipline. Methods of self-knowledge include self-observation, self-analysis, and self-assessment. Self-observation is a universal method of self-knowledge, the depth and adequacy of which depend on its purposefulness and the subject's ability to see and systematically observe, based on established criteria, the qualities or properties of one's personality [1].

Self-analysis requires examining the action or behavior performed and the reasons that led to it (for example, failure to complete a planned exercise routine could be due to additional work on school assignments, deteriorating health, lack of desire, etc.); it helps to identify the true cause of the action and determine how to overcome undesirable behavior next time. The effectiveness of self-analysis depends on the adequacy of self-esteem as a means of organizing one's behavior, activities, relationships with others, and attitudes toward successes and failures, which influences the effectiveness of one's activities and

further personal development. Self-esteem is closely linked to the level of aspirations, i.e., the degree of difficulty in achieving the goals the student sets for themselves [3]. A discrepancy between aspirations and actual capabilities leads to the student's incorrect self-assessment, which results in inappropriate behavior. Self-esteem depends on its quality (adequate, inflated, or understated). If it is understated, it contributes to the development of self-doubt and limits one's life prospects. Its adequacy is largely determined by the presence of clear criteria for behavior, actions, the development of physical qualities, the state of one's body, etc. The first stage ends with the decision to work on oneself [2].

At stage II, a goal and program for self-education are determined based on self-characterization, and a personal plan is developed based on these. The goal may be general in nature and is typically set for a long period of time (e.g., achieving a high level of physical fitness); specific goals (tasks) are set for several weeks or months [1].

A sample program-a guideline for physical self-education-can be presented as follows. The goal is to develop the individual's physical fitness. Objectives of the activity: 1. To incorporate a healthy lifestyle and improve health. 2. To intensify cognitive and practical physical education and sports activities. 3. To develop the individual's moral and volitional qualities. 4. To master the fundamentals of physical self-education methods. 5. To improve physical development and fitness in accordance with the requirements of future professional activities [3].

The general program should take into account the individual's living conditions, characteristics, and needs. Based on the program, a personal plan for physical self-education is developed. Stage III of physical self-education is directly related to its practical implementation. It is based on the use of methods of influencing oneself with the goal of self-change. Methods of self-influence aimed at improving one's personality are called self-management methods. These include self-command, self-hypnosis, self-persuasion, self-exercise, self-criticism, self-control, and self-reporting [4].

Systematically completing a self-monitoring diary is like a self-report on the day's activities. By reporting on their actions and deeds, the student gains a deeper understanding (and sometimes suddenly discovers) of which qualities they need to develop first, which shortcomings they need to eliminate to improve their personality, and which changes they need to make to their personal self-improvement plan. There are two types of self-reports: final and ongoing. Final self-reports are compiled over a relatively long period of time-several months, a year. It is based on self-analysis of factual material characterizing a person's behavior in various situations and circumstances and the results of this, which are reflected in their morphofunctional, mental, and psychophysical state. An ongoing self-report is compiled over a short period of time-a day, a week, or several weeks [3]. Thus, a student's ability to notice even minor changes in self-improvement is important, as it reinforces their confidence in their abilities, energizes them, and facilitates further improvement of their self-improvement program and the implementation of a healthy lifestyle.

Physical self-education is understood as a process of purposeful, conscious, and systematic self-improvement aimed at developing an individual's physical fitness.

It includes a set of techniques and activities that define and regulate an individual’s emotionally charged, active position regarding their health, psychophysical state, physical development, and education.

Physical education and training will not yield long-term positive results unless they stimulate the student's desire for self-improvement and self-development. Self-education intensifies the process of physical education, reinforcing, expanding, and refining the practical skills and abilities acquired in physical education. The main motivations for physical self-education are the demands of social life and culture; the desire for recognition within a group; competition, the recognition of the inadequacy of one's own abilities to the demands of social and professional activity.

Criticism and self-criticism, which help one recognize one's own shortcomings, can also serve as motivations [4].

The process of physical self-education includes three main stages. Stage I is associated with self-knowledge, identifying positive mental and physical qualities, as well as negative aspects that need to be overcome. The effect of self-knowledge is determined by the student's self-discipline. Self-knowledge methods include self-observation, self-analysis, and self-assessment. Stage II - based on self-characterization, a goal and program for self-improvement are determined, and a personal plan is developed.

Personal plan for physical self-education.

Objective	Means and methods used	Contents of the means	Days of classes
Strengthening your health, strengthening your body, Incorporating a healthy lifestyle	Morning exercises, physical exercise, hygienic and natural factors, daily routine	A set of 10 exercises; contrast showers, air baths; maintaining a daily routine, sleep, and diet; a 30-minute walk before bed; walking from the dorm to the university and back.	Daily
Developing perseverance	It is imperative to complete what is planned for the day and week	Wake up at 6:30 a.m., go to bed at 11 a.m.; 45 minutes of exercise, 18% self-study from 7 p.m. to 9 p.m.	Same
Development coordination skills	Exercises to develop coordination of movements	Description of exercises, number of series and repetitions	in a state of readiness
Cultivating Endurance	Running, hiking, biking, etc.	Running alternating with walking with a gradual	2 times a week on weekends

		reduction for 30 minutes; hiking, cycling for 2-4 hours	

Conclusions. Stage II of physical self-education is directly related to its practical implementation. It is based on the use of self-influence techniques for achieving self-change. Self-influence methods include self-command, self-hypnosis, self-persuasion, self-exercise, self-criticism, self-encouragement, self-commitment, self-control, and self-reporting.

Systematically completing a self-monitoring diary serves as a self-report on the day's activities. Two types of self-reports can be distinguished: final and ongoing. Final self-reports are compiled over a relatively long period of time—several months or a year. They are based on self-analysis of factual data characterizing a person's behavior in various situations and circumstances and the results of this data, which are reflected in their morphofunctional, mental, and psychophysical state. A current self-report is compiled over a shorter period of time a day, a week, or several weeks.

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THE ROLE OF SPORT IN THE EVERYDAY LIFE OF STUDENTS IN UKRAINE AND SPAIN

The article presents a comparative study of the role of physical education in the everyday lives of students in Spain and Ukraine, based on the examples of the University of Córdoba (Spain) and Oles Honchar Dnipro National University (Ukraine). The research analyses key factors shaping the sports culture of both countries, including climatic conditions, cultural differences and traditions, state policy, accessibility of infrastructure, and the level of economic development. The study employs comparative analysis methods drawing on scientific literature, legal and regulatory documents, and the practical experience of university sports services. Particular attention is paid to differences in the organisation of student sport, specifically the mandatory nature of physical education in Ukraine versus the voluntary participation in sports activities in Spain. Special consideration is given to the contemporary socio-political context, especially the impact of the full-scale invasion of Ukraine on the functioning of higher education institutions and on students' opportunities to engage in physical activity. The article examines how conditions for sports participation are created in universities, what opportunities are offered to students, and the extent to which social, cultural, and economic factors influence their motivation for physical activity. The article seeks to outline the main tendencies and challenges that characterise the development of student sport in both countries and to identify the factors that may influence students' attitudes toward physical activity. Rather than offering an exhaustive evaluation, the study aims to frame the problem within a comparative perspective, opening space for further analysis. The relevance of the research is substantiated in the context of contemporary challenges, highlighting the importance of sport as a tool for promoting a healthy lifestyle, social integration, and the personal development of university students.

Key words: *sport, physical culture, students, youth, Ukraine, Spain, sports infrastructure, comparative analysis.*

Глоба Т.А., Марковська К.О. Роль спорту в повсякденному житті студентів України та Іспанії. *У статті представлено порівняльне дослідження ролі фізичного виховання у житті студентів Іспанії та України на прикладі Університету Кордови (Іспанія) та Дніпровського національного університету імені Олеся Гончара*