

CHILDREN AND YOUTH WELLBEING: UKRAINE AND JAPAN EXPERIENCES

Hanna A. Holos, PhD student, Psychology and Education Department, Kyiv National Linguistic University, Kyiv (Ukraine).

E-mail: golos.anna@gmail.com

ORCID 0000-0003-2105-0034

DOI: 10.32342/2522-4115-2019-2-18-7

Key words: students, youth, young adolescents, well-being, healthcare competence, mental health, emotional health, sociophobe, bullying, Neets (Not in Education, Employment or Training).

While describing achievements and prospects of any education system, not rarely the quality of the new generation's life is not considered. However, international organizations' reviews (OECD, UNICEF, WHO) claim, besides prescriptions and goals settings, the necessity of identifying the problems that the students face today for adopting appropriate policy for young people's better living.

In this research Japan is chosen as a top education performer, as a country of the fifth ranking in global competitiveness index (2018), and the nineteenth in human development index (2017), which logically should affect youth welfare issues. Physical, mental, and social components of well-being are analyzed.

It is stated that among factors affecting students' smoking and alcohol habits in both cultures are: young people search for new sensations, teen subculture norms where alcohol/smoking is considered as a sign of adulthood; imitation of relatives or friend; scope of tobacco/nicotine use in society.

The research compares the role of comprehensive school in shaping students' health competency, mainly in terms of healthy food culture and lifestyle. It is stated that prevalence of digestive disorders and obesity among Ukrainian students has increased in recent years. The main causes of them are: student's chaotic nutrition, heredity, sedentary lifestyles. It is noted that beside optional warm lunches served in comprehensive schools in Ukraine, the overall ecology of food and school approach to fostering healthy food habits in students is poor. The same concerns physical education. Although remaining the only source of physical activity for majority of students who do not go in for sports out of school, the overall attitude to school physical education, quality of extracurricular sports clubs, the low status of physical education teachers need improvement. Compared to Ukraine, Japanese school health program would be valuable for consideration in context of instilling in students some healthy life habits. From the first days, Japanese students are accustomed to develop conscious attitude to healthy diet through various activities: school lunch program, visits to local farms, deepening cooking knowledge and skills at home economics lessons. Japanese schools also pursue effective physical education program in terms of curricular and extracurricular activities.

The article investigates mental problems in the new generation in both societies. It is shown that the issue of bullying remains common both in Ukraine and Japan. Japan provides more effective preventive work in terms of parents' school patrolling, community watching of public safety, nationwide service the Safety House 110. Undoubtedly, youth victimization provokes negative influences on their emotional wellbeing, not rarely leading to postponed effects or causing a counter-behavioral pattern. In both countries stress, depression, suicidal behavior are challenges for children and young adolescents. In Japan, the psychological problems in youth also extrapolate on school dropout syndrome (*futōkō* - mental disorder often caused by high levels of anxiety, fatigue, exhaustion) and problems of sociophobes (*hikimori*). The article draws attention to the peculiarity of new forms of bullying caused by virtualization. The issue of NEETs (Not in Education, Employment or Training) in Ukraine and Japan is considered. The research concludes that neglecting new generation wellbeing significantly increases the risks of rigorous and disadvantageous settings where youth will live, further undermining their ability and desire to participate in society.

References

1. Balakirieva, O.M. & Bondar, T.V. (2019). *Sotsialna obumovlenist ta pokaznyky zdorovia pidlitkiv ta molodi : za rezultatamy sotsiologichnoho doslidzhennia v mezhakh mizhnarodnoho proektu "Zdorovia ta povedinkovi oriantatsii uchnivskoi molodi"* [Social indicators and indicators of healthy and young people: for the results of social and social achievements in the framework of the international project "Healthy and Behavioral and Young Scientists"]. Kyiv, Foliant Publ., 127 p. (In Ukrainian).
2. *Derzhavna sluzhba statystyky Ukrainy. Zahalnoosvitni ta profesiino-tekhnichni navchalni zaklady Ukrainy* (2017). [Secondary and vocational schools in Ukraine: statistical bulletin]. Available at: http://www.ukrstat.gov.ua/druk/publicat/kat_u/publosvita_u.htm (in Ukrainian).

3. *Deiaki pytannia schodo stvorennia u 2019/2020 n. r. bezpechnoho osvithnoho seredovyscha, formuvannia v ditei ta uchnivskoi molodi tsinnisnykh zhyttievych navychok* [Some issues on school safe environment creation and life skills formation in students in 2019/2020]. Available at: https://osvita.ua/legislation/Ser_osv/65427/ (in Ukrainian).

4. Kon, I. (1997). *Vkus zapretnoho proda: seksolohiia dlia vseh* [The forbidden fruit taste: sexology for everyone]. Moscow, Semia i shkola Publ., 464 p. Available at: <https://www.klex.ru/49k> (in Russian).

5. Miasoid, H.I. & Yusypiva, T.I. (2019). *Formuvannia zhyttievych kompetentnostei u zviazku iz zasvoienniam tsilei staloho rozvytku u protsesi intehrovanoho navchannia u serednii ta vyshchii shkolakh (na prykladi dystsyplin "Inozemna mova" ta "Biologhiia")* [Life skills formation while integrated period "Foreign language and biology" in secondary and high schools (on sustainable development goals achievements).]. *Visnyk universytetu imeni Alfreda Nobelia. Pedahohika i psykhologhiia* [Bulletin of the Alfred Nobel University. Pedagogy and Psychology], no. 1 (17), pp. 30-34. DOI: 10.32342/2522-4115-2019-1-17-4 (in Ukrainian).

6. Pyshchulina, O., Yurochko, T., Mishchenko, M. & Zhalilo, Ya. (2018). *Rozvytok liudskoho kapitalu : na shliakhu do yakisnykh reform* [Human capital development: towards quality reforms]. Kyiv, Zapovit Publ., 368 p. (In Ukrainian).

7. *Pro statystyku proiaviv deviantnoi povedinky sered uchnivskoi molodi* (2015) [On students' deviant behavior statistics]. Available at: https://teofipolrmk.at.ua/publ/rpmpk/praktichnim_psikhologam/pro_statistiku_projaviv_deviantnoji_povedinki_seredy_uchnivskoi_molodi/19-1-0-17 (in Ukrainian).

8. *Problemy pratsevashtuvannia molodi ta shliakhy ikh vyrishennia* (2018). [The problems of young people employment and ways of their solution]. Available at: <https://drohobych-rada.gov.ua/problemy-pratsevashtuvannia-molodi-ta-shliakhy-ikh-vyrishennia/> (in Ukrainian).

9. *Tsoho roku v Ukraini lyshe ofitsiino 226 pidlitkiv namahalys abo vchynily samohubstvo* [This year, 226 teenagers officially tried or committed suicide in Ukraine]. Available at: <https://www.umoloda.kiev.ua/number/0/2006/115618/> (in Ukrainian).

10. *Ukraina posidaie pershe mistse za kilkistiu psykhichnykh rozladiv u Yevropi* [Ukraine ranks first in mental disorders in Europe.]. Available at: <https://tsn.ua/ukrayina/ukrayina-posidaye-pershe-misce-za-kilkist-psihichnih-rozladiv-u-yevropi-1009380.html> (in Ukrainian).

11. Shutko, V.V. (2014). *Problemy fizychnoho vykhovannia shkoliariv cherez pryzmu pohliadiv uchytelia* [Physical education problems of schoolchildren through the prism of teacher's views]. *Pedahohika vyshchoi ta serednoi shkoly* [High and Secondary School Pedagogy], vol. 40, pp. 155-160 (in Ukrainian).

12. *Ukrainski studenty za kordonom: skilky ta chomu?* [Ukrainian students abroad: how many and why?]. CEDOS. Available at: <https://cedos.org.ua/uk/articles/ukrainski-studenty-za-kordonom-skilky-ta-chomu> (in Ukrainian).

13. Bodnar, I.R. & Kindzera, A.B. (2016). Leisure of Ukrainian schoolchildren and place of motor functioning in it. DOI:10.15561/18189172.2016.0502

14. Deren, K. et al. (2018). The prevalence of underweight, overweight and obesity in children and adolescents from Ukraine. *Scientific Reports*. DOI: 10.1038/s41598-018-21773-4

15. Gerasymenko, G.V (2017). Gender-responsive adolescent health and well-being in Ukraine. *Demohrafiia ta sotsialna ekonomika* [Demography and social economy], no. 3 (31), pp. 11-23. DOI: <https://doi.org/10.15407/dse2017.03.011>

16. Gullick, S. (1903). Evolution of the Japanese Social and Psychic. Available at: <http://www.gutenberg.org/cache/epub/13831/pg13831.txt>

17. Lozano, B. (2013). **Understanding Futokō as a social problem in Japan: The social context and motivation for change.** Available at: https://baylor-ir.tdl.org/baylor-ir/bitstream/handle/2104/8886/Brittany_Lozano_HonorsThesis.pdf?sequence=1

18. Niculina, N. (2018). Quo vadis? Japanese youth and the burden of living. Available at: <https://www.researchgate.net/publication/327781008>

19. Niculina, N. (2018). The More They Change, the More They Stay the Same: Japanese Millennials and Their Attitudes Toward Work and Family. Available at: <https://www.research->

gate.net/publication/322486848_The_more_they_change_the_more_they_stay_the_same_Japanese_millennials_and_their_attitudes_toward_work_and_family

20. Niculina, N. (2019). **Japan's Cross Cultural Kids (CCK) and Their Quest for Identity**. Available at: <https://www.researchgate.net/publication/332145664>

21. Nishikawa, S. (2009). **Japanese Adolescents' Self-Concept and Well-being in comparison with other countries**. Available at: <https://www.diva-portal.org/smash/get/diva2:281621/FULLTEXT02.pdf>

22. Norasakkunkit, V., Uchida, Y. & Toivonen, T. (2012). Caught Between Culture, Society, and Globalization: Youth Marginalization in Post-industrial Japan. *Social and Personality Psychology Compass*, pp. 361-378. Available at: <https://doi.org/10.1111/j.1751-9004.2012.00436.x>

23. OECD (2017). *Investing in Youth: Japan*. OECD Publishing, Paris. Available at: <http://dx.doi.org/10.1787/9789264275898-en>

24. World population review (2019). *Suicide rates by the country*. Available at: <http://worldpopulationreview.com/countries/suicide-rate-by-country/>

25. Toivonen, T., Furuichi, N., Terachi, M. & Ogawa, T. (2012). **Japanese youth: an interactive dialogue: towards comparative youth research**. *The Asia-Pacific Journal*. Japan Focus, vol. 10, issue 35. Available at: <https://apjif.org/2012/10/35/Tuukka-Toivonen/3816/article.html>

26. Toivonen, T., Norasakkunkit, V. & Uchida, Y. (2011). Unable to conform, unwilling to rebel? Youth, culture, and motivation in globalizing Japan. *Frontiers in psychology*. Doi: 10.3389/fpsyg.2011.00207

27. World Health Organization. Available at: <https://www.who.int/countries/jpn/en/>

28. The Irish Times (2000). *Families fined for suicides in Japan*. Available at: <https://www.irishtimes.com/news/health/families-fined-for-suicides-in-japan-1.1104002>

29. Francisco, A. (2013). **Is underage drinking and smoking a problem in Japan? Won't somebody think of children**. Available at: <https://www.tofugu.com/japan/underage-drinking-in-japan/>

30. Japan Today (2015). *Abenomics and Japanese youth: How are they faring?* Available at: <https://japantoday.com/category/features/opinions/abenomics-and-japanese-youth-how-are-they-faring>

31. Pawlowski, A. (2015). *Secrets of the world's healthiest children: 6 longevity lessons from Japan*. Available at: <https://www.today.com/health/secrets-worlds-healthiest-children-6-longevity-lessons-japan-t48251>

32. Kawano, K. (2016). *Bullying in Japanese Schools*. Available at: <https://savvytokyo.com/bullying-japanese-schools>

33. Negishi, T. (2018). **High schools told 32 teenage moms to 'voluntarily drop out'**. Available at: http://www.asahi.com/ajw/articles/AJ201803300046.html?iref=pc_ss_date

34. McNeil, B. (2018). *The empty seat on a crowded Japanese train: 10 years on, the 'gaijin seat' still grates*. *The Japan Times*. Available at: <https://www.japantimes.co.jp/community/2018/10/17/our-lives/empty-seat-crowded-japanese-train-10-years-gaijin-seat-still-grates/#.XThe5vlzbc>

Одержано 23.09.2019.