

# Supporting Ideas and Methodology of Youth Socialization in Japan

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## I . Introduction

The society always require youth to achieve the desirable socialization whenever youth commits a serious crime or a new youth problem occurs. However, the research result of the youth education or the practice of the socialization support through the youth education implemented throughout Japan showed that they were not successful and not developed widely enough.

In this study, we have analyzed documents related to youth problems in order to clarify the transition of supporting ideas for youth, by utilizing “Youth problem documentation” and the like<sup>1</sup>.

As for the key words, chosen from many documents related to youth problems, we analyzed them connected to their contexts. Through this analysis, we considered the function of ideas caused from the support of youth socialization, in an approach to each person’s awareness of immediate self and of relation between self vs. self, self vs. others and self vs. society. Consequently, on the basis of a certain feature found in the transition of such ideas, we attained a more effective strategy of the support of youth socialization.

Further, we considered “Withdrawal (Stay at Home)” and the like in the field of domestic problems, “Part Time Workers,” “NEETs,” etc. in the field of support of employment. Thus, among the documents supplied by various agencies or organizations, such as administration, education, job training, psychology, and sociology, we acknowledged disagreement in their issues concerning the youth socialization. This brought about several opinions about future interdisciplinary communication.

On the other hand, from the analysis of documents issued by youth problem sections in administrative organs and those issued by youth educational institutions, we can clearly state the meaning of disclosing each activity result, as a tool for sharing and developing the ideas of support of youth socialization.

In addition, we understood how to improve the disclosing of the activity results and their quality regarding the reputation of the effect of socialization: guides for planning more effective policies and development of activities; and utilization of other media giving information about the practical support of youth socialization, which is frequently obtained through experiences.

## II . Purpose

In this study, the various problems related to current youths and their support were reviewed carefully.

We have tried to clarify the following matters: transition of the appearance ratio of keywords about the youth socialization, trends of the appearance of keywords, the examination of the operation result of the appearance ratio of keywords, the supporting ideas and the transition of “the socialization of youth” in the analysis of the main thesis viewpoint, the transition of the socialization supporting ideas in the documents of “youth education and its measures,” the transition of the socialization supporting ideas about “youth policy,” the review of the past socialization supporting ideas, the review of Japanese supporting ideas of “respect for the individual” in 90’s, the review of the socialization supporting ideas about the socialization support and the support for jobs and employment in the youth educational facilities, the review of the ideas about the support policy for “self-consciousness,” “establishing the fitting place,” methodology of the socialization support through the practice of the youth education, the type of the youth friendship and the method of the socialization support, the sense of social competence of each type, the characteristics of apathy, the teaching method at university class which supports student’s socialization, the structure and effects of workshop-type class, methodology of the socialization support through the process of the decision and the implementation of the policy, the analysis of the socialization

support of youth and the planning process of “building the city for child care” in Sano City, structural understanding of the socialization process, the method of support at the overnight type youth educational facilities, the basic characteristics of the youth educational facilities, the difficulty of leadership and the specialty at the overnight type facilities, the function of individualization and socialization required at the youth educational facilities, the new understanding for the overnight group training.

### III. Method

This study has tried to analyze more than 20,000 cases of the administrative materials, the research paper, etc. (“the youth problem document” in this study) as the important tools for publishing the result of the practice and study with the keywords. Among them, the main thesis of each document, the document after 90’s about “the youth education” and “the youth policy” (“the youth education · policy document” in this study) was carefully reviewed. Moreover, the framework to analyze the main thesis about the socialization in “the youth problem document” was developed through the keyword analysis within the context.

#### 1. Analysis of Appearance Ratio of Keywords

We have checked the appearance ratio of the keywords related with “self and ego,” “individual and society,” “family, parent and child,” “discipline and moral,” “social participation,” “association,” “comradeship,” “media,” and compared the increase and decrease of their appearance ratio in the 1990’s and the early 2000’s about the transition of the appearance ratio of the keywords concerning youth socialization.

#### 2. Analysis of Context of “Sociality” Appeared in the Gist

We classified the context of “sociality” which appeared in the gist into following 5 types: (1)subjective society, (2)close others, (3)others, (4)group or organization, and (5)the whole society. We researched the transition in the review over the context based on each document’s gist.

#### 3. Study of “Youth Education · Policy Document”

The above methods were used as needed for “the youth education · policy document,” and they were typified for each topic, and the review about the specific subject or the recent documents was done based on the types.

#### 4. Study of Methodology of Socialization Support

This study of the methodology of the socialization support was developed as follows: The review was done by comparing the practice implemented in the social education with the university, and also the result of the study results of the above youth support idea.

We have tried to show the effective method based on the analysis of the questionnaire results implemented about the disincentive, especially the peer pressure, for the personal fullness in friendship. Therefore, we classified the “self-consciousness × friendship” of the modern youth to the following 4 types: (1)penetrative negotiating type, (2)penetrative non-negotiating type, (3)responsive to circumstances non-negotiating type, and (4)responsive to circumstances negotiating type. We reviewed the difference between them from the questionnaire results.

Moreover, this study proceeded to identify the support method based on the understanding for the steps and the types of the socialization of the individual youth as follows: About the understanding of the steps and types of the student socialization, we classified the relationship between “self-consciousness” and the socialization into the following 4 types: (1)subjective self-consciousness priority type, (2)socialized type by assimilation pressure, (3)inevitably included to society type, (4)both society and self developing type based on the contents of their description.

We analyzed the contents of description literally over the review of the implementation of the class making the students consult on the study of child raising support and the student’s awareness with their study results<sup>2</sup>. And this study classified their awareness as the socialization effect into immediate, against oneself, against others over the review of the component and the effect of the workshop type class.

#### 5. Analysis of Process of Decision and Implementation of the Policy

From the process of decision and implementation of the policy, we reviewed the method of the citizen participation about the planning of the youth socialization support.

### IV. Results and Discussion

#### 1. Appearance Ratio of Keywords

Figure 1 shows the transition of appearance ratio of “sociality” and “individuality.”

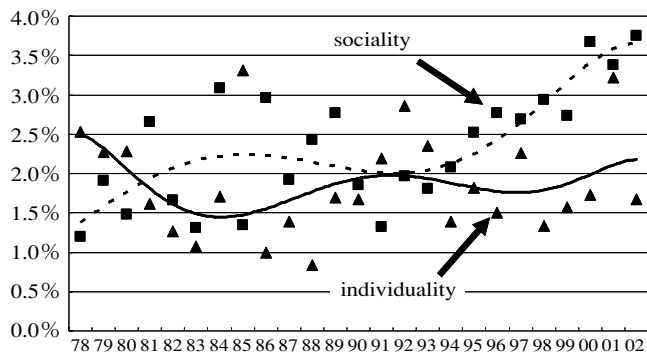


Figure1: transition of appearance ratio of "sociality" and "individuality"

We reviewed the result from the following viewpoint: there are themes that increase and decrease with "times" such as the past "TV game," and the present "cellular phone", and at the same time, there are "unchangeable themes" that should not be influenced by the "wave of the times."

They are the themes about the "self-formation" such as "self-consciousness," the theme around "entrance" of the youth socialization such as friendship, association, the theme that connects "self-forming" and "community assembly" such as family, child discipline, and socialization. It is important whether these themes can take root or not.

2. Context of "Sociality" Appeared in the Gist

Figure 2 shows the transition of context of "sociality" that appeared in the gist.

Consequently, we stated the meaning of "subjective society" and "close others" for youth socialization.

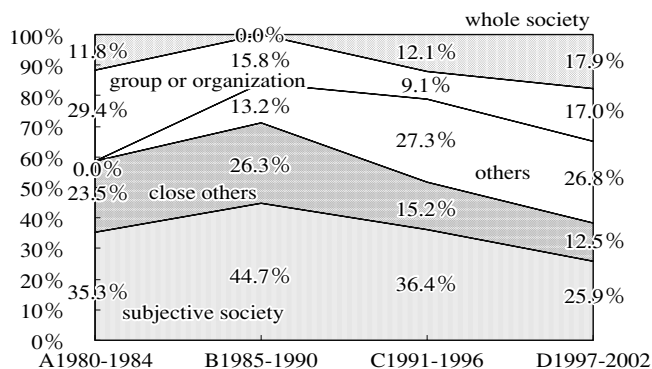


Figure2: transition of context of "sociality" appeared in the gist

3. Youth Education · Policy Document

We reviewed "respect for individuality" supporting ideas in 90's based on above documents analysis as follows:

- (1) Movement in the early 90's; "RINKYOUSHIN"<sup>3</sup>, respect for the individual, lifelong learning
- (2) Adult's individual was called into question; five-day week system of the school, the depth of the individual, the education of heart
- (3) Each individual is living variably; free time, solo, finding one's own identity
- (4) Youth education with respect to "individual"; ambiguity of "individual" in "finding one's own identity"
- (5) Focus on the individual owing to a unique body; clinical knowledge, experience and adventure, power to live
- (6) Experience and adventure to raise "clinical knowledge"
- (7) The individual is living in the relations among other individuals; healing, "IBASYO,"<sup>4</sup> reference individual, the 4th place for living<sup>5</sup>
- (8) The individual is living in the community; Fusion between the school education and the social education
- (9) The individual can live by the approval by others; counseling mind, self-decision ability
- (10) The individual can live by the contribution; volunteer, youth overseas cooperation, information volunteerism
- (11) The support for the acquisition and the realization of the self-decision ability; "peer" as the disincentive to the participation and the realization of the individuality

Consequently, we came to the following conclusion about the ideas of the support for youth socialization.

In the "initial report on educational reform" of "RINKYOUSHIN," the principle of respect for the individual was cited as the basic concept of our country's educational reform, which we have been able to catch up with Europe and U.S. The report also referred to the transition to a lifelong learning system. Receiving a great amount of influence from this concept, the youth education of '90s developed.

To acquire and exercise the self-determination ability, we believe that the provision of information for making a decision, for example, is important. However, what is more important than information for the self-determination is the basic reliance on both oneself and others. For young people nowadays who think that "Except for peers, everyone is like a landscape"<sup>6</sup> (Author's note: Furthermore, when one's individuality is self-suppressed in the peer relationship), the youth education, where

one's individuality is approved and also the opportunity to approve others is provided, is very effective.

We cited 3 causal factors why they do not feel comfortable: (1)Pathology of family relationships, (2) Educational systems' distortions, (3)Peer concept of one's inner self. There are also positive aspects such as the sense of community and the role awareness. However, the awareness such as "I am doing for others" or "Everyone else is doing it" leads to a result where one's individuality is self-suppressed.

Youth education of '90s that began with the respect for the individual has reached the year 2000, and it is getting back for the acquisition of the individuality and the self-determination ability. It is also in the developing phase to support bringing about one's self by promoting "participation."

We think it is important to keep in mind the friendship and the peer relationship as "someone close to one's heart." In other words, when we can provide the vision to "acquit oneself of the peer concept" in the peer relationship of someone who "participate in society," we could demonstrate effective ways of the comprehensive support of the "individualization" and the "socialization."

#### 4. Methodology of Socialization Support

At first, in order to solve the subjects concerning the above mentioned matters, we reviewed the results of "CUDBAS Chart,"<sup>7</sup> relation between "being myself" and "sociality," relation between consistency of "being myself" and attitude to consensus building, each student's image for a so-called interactive type class, and "Blank Time" for cooperation of students and for conversation in oneself. Thus, it is clearly stated that each student should have the consciousness of his or her social ability, and each student's needs for "being myself" should be understood and treated properly. Then, we attained the necessity for conversion from "individualization without sociality" to "indi-

vidualization with self-positioning in society" and conversion from "socialization without individuality" to "socialization with respecting self and others."

Next, in order to realize such conversion, we proposed the following three methods in a university class for each student's individualization and socialization: (1)Expected ability and "Finish Image" are clearly shown and linked to real society. (2)Expected ability on graduating is previously structured by students for enabling broadly their "Social Participation" including occupation, and lastly, (3)Each student's individuality is developed so as not to be assimilated by "Assimilation Pressure," but to defend oneself and others against "Peer Pressure."

#### 5. Process of Decision and Implementation of the Policy

We found following 8 socialization promotion factors: (1)the place to fit, (2)participation, (3)friend making, (4)transmission of the culture or the labor, (5)local educational power, (6)educational power of nature, (7)educational power of the educational institutions, (8)educational power of the family.

Consequently, we can state the significance of the citizen participation to promote socialization of the youth.

#### REFERENCES

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- 2 Nishimura, Mitoshi "Study of education for child-raising support from the viewpoint of support for student socialization," Study of Lifelong Learning, (Publication of Seitoku University Lifelong Learning Institution) No.4, pp. 49-62., March, 2006.
- 3 Ad Hoc Council on Education in Japan
- 4 The place to fit
- 5 "The place for living" and "the place to communicate" called media
- 6 Miyadai, Shinji, 1997.
- 7 CUDBAS=Curriculum Development Method Based on Ability Structure