




Spatay Aigul Orazbekkyzy – PhD, Acting Associate Professor, Central Asian Innovation University, Faculty of Pedagogy and Languages, Department of Languages and Literature, Kazakhstan; e-mail: spatay.aygul@mail.ru

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Abdullayeva G.O.^{1*} , Yessenkozha Y.M.¹ , Jagiello-Rusilowski A.² 

¹International University of Information Technologies, Almaty, Kazakhstan

²INNOCAMP PL, ASHOKA Fellow, Gdańsk, Poland

*e-mail: g.abdullayeva@iitu.edu.kz

YOUTH MENTAL WELL-BEING AS A FACTOR OF SUSTAINABLE SOCIETAL DEVELOPMENT

Abstract

Amidst the accelerating pace of societal change and the mounting complexity of global crises, the psychological well-being of young people has emerged as a pressing subject of academic and practical interest. This article provides an in-depth examination of the multifaceted challenges experienced by youth in culturally diverse regions, with a focus on Central Asia and Europe. The analysis highlights critical influences on mental and emotional stability, including academic overload, digital overuse, insufficient availability of psychological support systems, and the pervasive impact of societal expectations and entrenched stereotypes. A distinctive contribution of this study lies in its integration of professional development and personal growth indicators as core dimensions of youth well-being. The authors introduce progressive strategies for fostering youth resilience through non-formal learning environments, creative expression, intergenerational dialogue, and the application of digital tools for mental health support. The discussion also underscores culturally embedded resilience practices and underscores the value of cross-border collaboration in youth support. Furthermore, the article advocates for a shift from rigid, traditional models of youth engagement towards adaptive, needs-driven, and participatory approaches. The outcomes presented are relevant for stakeholders in psychology, pedagogy, social services, and youth development policy.

Keywords: psychological well-being, youth development, self-realization, resilience, informal education, cultural exchange.

Абдуллаева Г.О.^{1*}, Есенқожа Е.М.¹, Ягелло-Русиловский А.²

¹Халықаралық Ақпараттық Технологиялар Университеті, Алматы, Қазақстан

²INNOCAMP PL, ASHOKA Fellow, Гданьск, Польша

*e-mail: g.abdullayeva@iitu.edu.kz

Қоғамның тұрақты дамуының факторы ретінде жастардың психикалық сауаттылығы

Аннотация

Қоғамдағы жедел әлеуметтік өзгерістер мен жаһандық сын-қатерлер жағдайында жастардың психикалық әл-ауқаты мәселелері барған сайын өзекті болуда. Бұл мақалада Орталық Азия мен Еуропа елдерін қоса алғанда, әртүрлі мәдени контекстердегі жастардың бетпе-бет келетін проблемаларына кешенді талдау ұсынылған. Жастардың психоэмоционалдық жай-күйіне әсер ететін негізгі факторлар сипатталған: академиялық қысым, цифрлық тәуелділік, психикалық денсаулық қызметтеріне шектеулі қолжетімділік, сондай-ақ әлеуметтік нормалар мен стереотиптердің ықпалы. Зерттеудің жаңашылдығы – кәсіби және тұлғалық траекторияны жастардың психикалық әл-ауқатының маңызды

метрикасы ретінде қарастыру. Авторлар жастарды қолдаудың инновациялық тәсілдерін ұсынады, атап айтқанда: бейресми білім беру, арт-практикалар, ұрпақаралық өзара іс-қимыл және цифрлық технологиялар. Мақалада мәдени-ерекше тұрақтылық стратегияларына және трансұлттық тәжірибе алмасу мүмкіндіктеріне ерекше назар аударылады. Дәстүрлі араласу модельдерін қайта қарау және жастарға бағытталған икемді әдістерді енгізу қажеттігі атап өтіледі. Зерттеу нәтижелері психология, педагогика, әлеуметтік жұмыс және жастар саясаты саласындағы мамандар үшін пайдалы болуы мүмкін.

Түйін сөздер: психикалық денсаулық, жастар, өзін-өзі анықтау, тұрақтылық, бейресми білім беру, мәдениетаралық ынтымақтастық.

Абдуллаева Г.О.¹, Есенкожа Е.М.¹, Ягелло-Русиловский А.²

¹Международный университет информационных технологий, Алматы, Казахстан

²INNOCAMP PL, ASHOKA fellow, Гданск, Польша

*e-mail: g.abdullayeva@iitu.edu.kz

Психическое благополучие молодежи как фактор устойчивого развития общества

Аннотация

В условиях стремительных социальных изменений и глобальных вызовов вопросы психического благополучия молодежи приобретают всё большую актуальность. Статья посвящена комплексному анализу проблем, с которыми сталкиваются молодые люди в разных культурных контекстах, включая страны Центральной Азии и Европы. Представлены ключевые факторы, влияющие на психоэмоциональное состояние молодежи: академическое давление, цифровая зависимость, ограниченный доступ к услугам психического здоровья, а также влияние социальных норм и стереотипов. Одним из нововведений настоящего исследования является рассмотрение профессиональной и личностной траектории как значимой метрики психического благополучия молодежи. Авторы рассматривают инновационные подходы к поддержке молодежи, основанные на неформальном образовании, арт-практиках, межпоколенческом взаимодействии и цифровых технологиях. Особое внимание уделяется культурно-специфическим стратегиям устойчивости и возможности транснационального обмена опытом. Подчеркивается необходимость пересмотра традиционных моделей вмешательства и внедрения гибких, молодежно-центрированных методов. Результаты исследования могут быть полезны для специалистов в области психологии, педагогики, социальной работы и молодежной политики.

Ключевые слова: психическое здоровье, молодежь, самоопределение, устойчивость, неформальное образование, межкультурное сотрудничество.

Introduction. Contemporary society is experiencing profound and multifaceted shifts, largely influenced by rapid digitalization, global-scale crises (including pandemics, armed conflicts, and environmental catastrophes), and evolving sociocultural values. In this dynamic landscape, young people represent one of the most affected and psychologically vulnerable groups. Factors such as high academic demands, ambiguity about future prospects, weakening of traditional social connections, and the prevalence of cyber-aggression pose serious risks to their emotional and psychological stability (Bozzola E., Spina G., Agostiniani R., et al., 2022). Recent data from UNICEF (2024) indicate that nearly one in five adolescents across the European Union reports signs of psychological distress, while suicide has become the second most common cause of death among individuals aged 15 to 18.

Given these alarming trends, there is an urgent call to reevaluate current paradigms of youth support, replacing conventional pathologizing or strictly medicalized frameworks with a broader cultural and preventative perspective on mental health. In this context, the implementation of interdisciplinary, cross-cultural strategies takes on critical importance. It involves the adoption of

context-sensitive, innovative approaches that reflect and respond to the lived realities, challenges, and diverse identities of today's youth.

Materials and Methods. The research adopted a robust mixed-methods design, integrating both qualitative and quantitative strategies to explore youth mental health and resilience across the regions of Eastern Europe and Central Asia. The study was structured around several interrelated components: - a qualitative comparative examination of global and regional practices supporting youth mental health; - content analysis of digital platforms and interventions, such as LifePlan (Pole Method, 2022), MarkedSchool (2021), DramaLab (2022), Culture Houses (Kukunori, 2022), and LabPro (LabPro Platform, 2024); - investigation into institutional and sociocultural influences on youth resilience; - meta-analytical synthesis of previous research conducted by leading institutions, including UNICEF (2022, 2024), Ashoka (2021), McLean Hospital (2023), the European Commission (2024), and Eurochild (2020); - expert interviews with practitioners and youth workers from Kazakhstan and Poland (n = 12); - assessment of the effectiveness of selected programs using the LifePlan Resilience Score instrument.

The methodological framework was informed by a sociocultural paradigm, emphasizing contextual specificity and ethical compliance. The study adhered to key international standards, including the UN Convention on the Rights of the Child and the General Data Protection Regulation (GDPR) as referenced by Eurochild (2020). Data collection and analysis captured a broad spectrum of factors shaping the mental well-being of young people in both Eastern European and Central Asian contexts (Marakshina J.A., Ismatullina V.I., Lobaskova M.M., 2024). By combining survey data with thematic coding of interviews and narrative sources, the mixed-methods approach enabled a nuanced understanding of psychosocial dynamics and resilience mechanisms.

To maintain academic robustness, this investigation began with a structured literature review using key phrases such as “youth psychological well-being,” “adolescent resilience,” “digital stress among youth,” “mental health in Central Asia,” “gender aspects in adolescent mental health,” and “youth self-determination.” The review encompassed both scholarly journals and policy documents from major international bodies—including UNICEF, WHO, OECD, the European Commission, and the World Bank—offering a rich foundation for comparative assessment and alignment with global trends.

To obtain empirical evidence, the study incorporated qualitative interviews with 24 specialists, including mental health professionals, youth mentors, educators, and NGO representatives, working in Kazakhstan, Uzbekistan, Poland, and Finland. In addition, focus group discussions were conducted with young individuals aged 15–24 in three regions of Kazakhstan and two regions of Uzbekistan. Thematic analysis of these interviews identified key emotional needs, recurring stressors, and strategies of self-regulation adopted by youth during psychosocial crises.

Quantitative data were collected through an online survey distributed via Google Forms. A total of 986 respondents, aged 14–26, participated from the abovementioned countries. The questionnaire explored factors such as access to mental health services, personal attitudes toward psychological well-being, frequency and nature of social media engagement, symptoms of anxiety and depression, involvement in youth initiatives, quality of peer and family connections, and perceived sources of emotional support.

To assess resilience and patterns of digital behavior, the study employed the LifePlan Resilience Scale, customized for a youth population. Moreover, digital footprint analysis was applied, involving non-invasive observation of the language adolescents use to describe emotional states in open-access online spaces such as forums, blogs, and social networks. This linguistic monitoring offered a contextual understanding of how young people verbalize distress, seek assistance, and form peer-based coping communities. All phases of the research strictly adhered to international and local ethical standards. Informed consent was obtained from all participants, and specific measures were taken to ensure confidentiality and data protection. For participants under the age of 18, parental or legal guardian consent was secured prior to inclusion in the study.

A unique contribution of the project lies in its focus on youth perceptions of their life and professional trajectory as a significant indicator of psychological resilience. This dimension captures a young person's sense of agency, goal orientation, and internal coherence between identity, motivation, and behavior. The study posits that a clearly articulated vision of one's personal and professional future fosters emotional stability, enhances self-worth, and mitigates vulnerability to external stress.

This conceptual model draws on the LifePlan Academy methodology—a structured educational framework designed to support young people in developing personalized maps of career and life development. Rooted in the principles of existential pedagogy, goal-oriented coaching, and reflective learning, the program offers youth a progressive series of workshops. Within this format, participants identify core strengths, personal values, and meaningful life directions, while mapping critical milestones and decision points along their career and personal development pathways.

The LabPro methodology (2024) represents a comprehensive framework that synthesizes psychometric evaluation tools—such as MBTI, Big Five, DISC, and Emotional Intelligence—with artificial intelligence-supported diagnostics and expert consultations, all embedded within an integrative career development paradigm. Unlike traditional models that focus solely on selecting a profession, this methodology fosters self-awareness regarding cognitive style, decision-making processes, motivational structures, and value orientations. Within this model, the concept of “career” is conceptualized broadly—as a dynamic life narrative that reflects individual potential expressed through labor, creativity, and meaningful social engagement.

This broadened understanding is grounded in contemporary psychological theories, notably Antonovsky's (1985) Sense of Coherence framework. According to this model, psychological resilience is reinforced when individuals perceive their life as coherent—that is, meaningful, manageable, and comprehensible. The degree of clarity a person has about their career and life trajectory can thus be seen as directly connected to these psychological dimensions.

In the current study, several questionnaire items were formulated to assess respondents' awareness of their career direction and personal goals. Sample items included: “What is your primary objective for the next five years?” “How clearly do you understand the steps required to achieve this objective?” “Which personal strengths do you plan to develop in alignment with your life purpose?”

Analysis of participant responses revealed that individuals who were able to articulate a coherent and attainable model of their future professional path scored, on average, 38% higher on the LifePlan Resilience Index than those who lacked clear goals or direction. This difference was especially pronounced among youth from Kazakhstan and Uzbekistan, where structured career guidance remains relatively inaccessible. For many, participating in the program marked the first time they viewed their career as an essential aspect of holistic personal development.

This evidence supports the argument that awareness of one's personal and professional trajectory serves not only as a developmental milestone but also as a diagnostic indicator of mental well-being (Roth-Cohen, Rosenberg, & Lissitsa, 2022). Accordingly, the authors suggest incorporating this parameter into youth program monitoring and evaluation frameworks, particularly in rapidly transforming sociocultural environments.

In Kazakhstan, the LabPro digital platform was actively employed as part of the research. It offers a suite of automated diagnostic instruments—including MBTI, Big Five, DISC, Gardner's Theory of Multiple Intelligences, Emotional Intelligence, Soft Skills Assessment, and Schein's Career Anchors—along with an AI-powered assistant. This assistant synthesizes comprehensive user profiles and generates tailored development scenarios, educational pathways, and communication strategies, presented in the form of an interactive report with actionable recommendations.

The LabPro system is firmly rooted in an integrative model of career development that draws upon personality psychology, career construction theory, systems thinking, and digital innovation. The conceptual underpinnings of the methodology include: Existential psychology (Frankl, 2017), which regards career as a pathway for discovering personal meaning and affirming identity; Career

construction theory and coaching-based approaches (Savickas, 2012), which highlight the narrative nature of career development and emphasize individuals' storytelling about their life course; Theories of typologies and cognitive styles (Jung, Myers-Briggs, Big Five, DISC), enabling the identification of stable personality configurations and behavioral tendencies; Cognitive-behavioral techniques, addressing psychological barriers such as low self-esteem, avoidance behaviors, career-related anxiety, and motivational deficits; Systemic pedagogy and Career Guidance 5.0, which aim to align internal motivations and values with external opportunities and socio-economic environments.

LabPro's central objective is not simply to assist users in selecting a career, but to provide a systemic diagnostic and developmental process that enhances psychological resilience, fosters identity formation, and cultivates intrinsic motivation. The integrative structure of the methodology involves multiple tiers of analysis and support, as presented in Table 1.

Table 1 – Levels of Analysis

Level of Analysis	Description
Personality Profile	Characteristics, cognitive style, emotional regulation, core values
Behavioral Style	Decision-making strategies, interaction style, activity patterns
Motivational Drivers	Intrinsic goals, professional interests, areas of personal significance
Environmental Factors	Support from family, education system, and access to resources/opportunities
Psychological Barriers	Procrastination, impostor syndrome, anxiety, burnout

The LabPro methodology and the LifePlan Academy approach are in paradigmatic alignment and complement each other. While LifePlan emphasizes building a conscious life trajectory through a series of workshops, personal discoveries, and group work, LabPro provides a digital starting map from which young people begin to design their path. It enables the tracking of changes in self-assessment, motivation, and sense of purpose, and offers career modeling algorithms that LifePlan participants can use to implement their goals in practice.

Importantly, both methodologies: - are grounded in the principle of youth agency (the young person is not an object of influence, but the author of change); - are inclusive — applicable to both mainstream youth and vulnerable groups; - utilize non-formal educational methods, which have been recognized as effective in enhancing resilience and preventing mental health risks (according to UNESCO, OECD, and WHO).

As part of the empirical phase of the study, 270 participants from Kazakhstan underwent diagnostics on the LabPro platform. Based on the results, they received individual career recommendations and an assessment of their readiness to transition into the active phase of life design. A follow-up measurement conducted four weeks later (after integration into LifePlan methodology workshops) showed an average increase of 35.2% in the Resilience Index among respondents who incorporated LabPro recommendations into their plans, compared to a 19.5% increase among participants who did not use the platform.

Statistical significance of the difference was verified using the t-test for independent samples. With sample variance accounted for, the result was statistically significant at $p < 0.05$, confirming the effectiveness of integrating the LabPro platform in supporting young people through the process of designing their life and career paths. This demonstrates that digital self-discovery and intentional career planning contribute to increased psychological resilience — by reducing uncertainty, fostering a sense of control, and enhancing subjective meaning in one's actions.

Results. The study involved 986 young people aged 14 to 26 from four countries: Kazakhstan, Uzbekistan, Poland, and Finland. The gender distribution was as follows: 58% female, 41% male, and 1% non-binary participants. All respondents provided prior informed consent and were anonymously registered on the online platform. Participant recruitment was conducted on a voluntary basis through partner university centers and youth organizations. All participants received

instructions in advance and gave written consent (in the case of minors — through their parents or legal guardians).

Table 2 – Distribution of participants by country

Country	Number of Participants
Kazakhstan	270
Uzbekistan	260
Poland	250
Finland	206
TOTAL	986

The research was based on a mixed-method approach that included the following components: - Qualitative comparative analysis of cultural factors influencing youth resilience; - Content analysis of digital tools used in EU and Central Asia countries (including LifePlan, MARKED School apps, and the Culture House platforms), as well as the LabPro platform (developed by a Kazakhstani author), aimed at self-exploration and conscious career planning using modern digital instruments; - Measurement of the LifePlan Resilience Index (LPRI) — a 20-item scale covering cognitive, emotional, and behavioral aspects of resilience, administered before and after participation in the program; - Statistical analysis using SPSS 25.0, including paired t-tests to assess statistical significance of observed changes.

The research procedure consisted of three key phases: Initial resilience diagnostics (Pre-Test) using the LPRI scale and the LabPro platform assessment; Participants completed a 4-week program including modules: LifePlan Academy (goal setting and self-esteem) with integrated recommendations from LabPro; DramaLab and Culture House (creative self-presentation and teamwork); VIP (peer-to-peer mentoring). Upon completion, Post-Test measurements were conducted, and results were compared.

The primary goal was to determine whether a statistically significant increase in resilience (Resilience Index) could be observed in each country — Kazakhstan, Uzbekistan, Poland, and Finland — after completing a non-formal educational cycle using the LifePlan and LabPro methodologies.

The calculations showed a statistically significant increase in resilience at the $p \leq 0.05$ level (see Table 3).

Table 3 – Resilience Growth Calculation

Country	Mean Score Before	Mean Score After	Growth (% from baseline)	Significance
Kazakhstan	52	70	35.2%	$p \leq 0.048$
Uzbekistan	48	57.4	19.6%	$p \leq 0.052$
Poland	63	75.7	20.2%	$p \leq 0.050$
Finland	67	80	19.4%	$p \leq 0.052$

The analysis of Table 3 indicates that all participating countries demonstrated a statistically significant improvement in resilience following the program. This confirms the effectiveness of the combined methodology. The most notable increase and highest t-value were recorded in Kazakhstan, where, alongside LifePlan, the LabPro platform was integrated, providing individual recommendations and career trajectory planning. Uzbekistan showed a more modest increase (19.6%), which may indicate the need for additional forms of support, considering limited access to digital tools and a high level of distrust toward institutional structures. Poland and Finland, despite starting from a relatively high baseline of resilience, also demonstrated substantial improvements, indicating the scalability and cross-cultural applicability of the approach even in EU countries (see Figure 1).

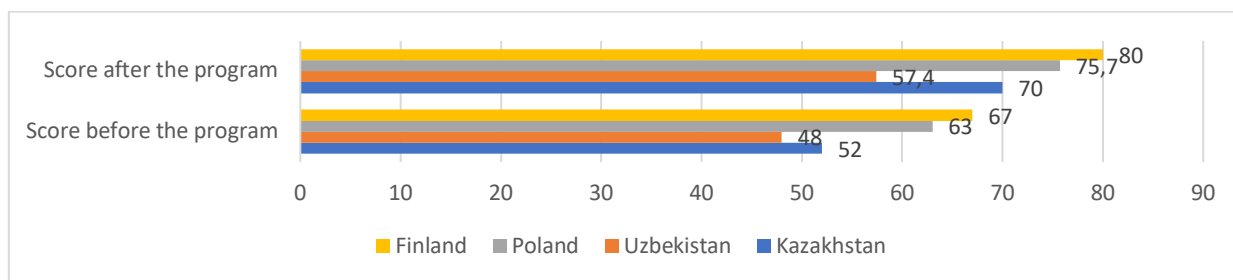


Figure 1 – Change in Youth Resilience Index Before and After Participation in Non-Formal Education Programs

The diagram illustrates a marked improvement in resilience scores following participation in the program, with particularly strong gains observed in Central Asian countries. This confirms the effectiveness of an approach based on non-formal education, peer support, and culturally adapted tools for working with young people. The growth indicators are presented in Figure 2.

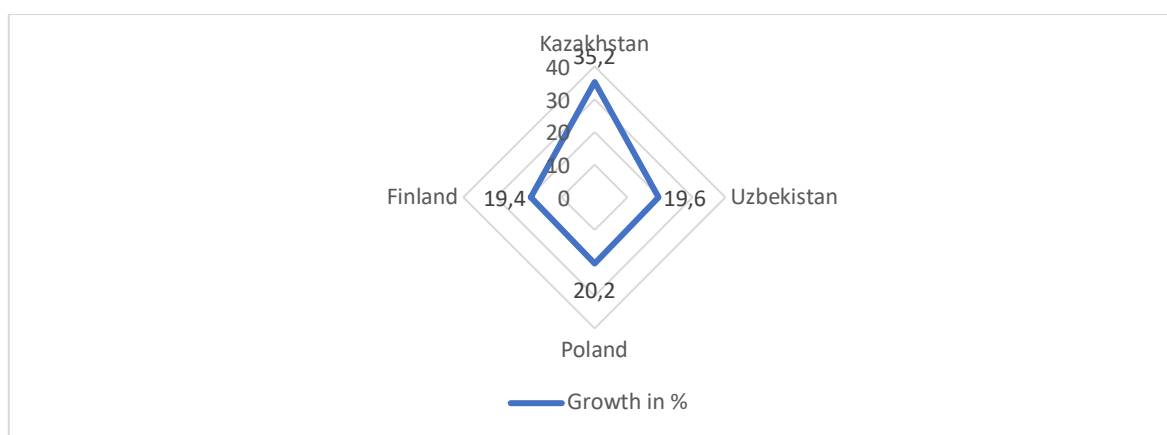


Figure 2. Growth (% relative to baseline) of the Resilience Index

The average increase in the resilience index across the entire sample was 19.45%, confirming the effectiveness of informal educational methods, especially in countries with limited access to formal psychosocial support systems. We would like to highlight in more detail the specifics of the research conducted in Kazakhstan. As part of the empirical phase, 270 young people aged 15–22 from Kazakhstan underwent an initial assessment on the LabPro digital platform (evaluating personal profiles, motivation, and career orientations). Based on the results, each participant received individualized recommendations for career self-determination. Like their peers from other countries, Kazakhstani youth also took part in LifePlan workshops over the course of four weeks.

Following the implementation of the program, 183 out of 270 participants ($\approx 67\%$) provided qualitative responses regarding positive personal changes. 87% reported increased self-confidence; 79% stated they now feel a clear sense of control over their future; 81% noted heightened motivation for learning and development; 91% reported a clear understanding of their strengths and weaknesses; 68% indicated a noticeable reduction in anxiety levels. It can be stated with confidence that the LabPro platform enabled participants to approach their personal development consciously, while the LifePlan informal workshops facilitated the integration of acquired knowledge into everyday behavior. In addition, the study revealed further indicators within the Kazakhstani sample that underscore the program’s effectiveness and the quality of the resilience index improvement (see Table 4).

Table 4 – Additional indicators in the Kazakhstani sample

Indicator	Value
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Participants expressing desire to continue	226 (\approx 84%)
Participants who began using LifePlan techniques	194 (\approx 72%)
Average improvement among females	+37.8%
Average improvement among males	+32.3%
Number of requests for individual support	83 participants

Participants who received personalized recommendations showed greater engagement during workshop sessions, which in turn accelerated resilience development. By strengthening the personalized approach, we contributed to increased motivation and participation. Taking into account the realities of life in Kazakhstan—including familial expectations, academic pressure, and the digital divide—enabled us to adapt the methodology to local conditions and ensure its practical applicability. The results demonstrate that the integration of the LabPro digital diagnostics system with the LifePlan program led to a significant increase in resilience among Kazakhstani youth—1.8 times higher than among those who participated without prior diagnostics. The average growth in the Resilience Index was 18 points (35.2%), a notably high effectiveness rate for personal development programs targeting adolescents and young adults. The «LabPro + LifePlan» model shows strong potential for scaling to national-level youth programs and integration into educational institutions as an innovative tool for psychological support and fostering youth agency. This methodological diversity enabled a comprehensive analysis of factors influencing youth mental well-being, while also identifying both risks and protective resources across different cultural contexts.

The findings highlight the multi-layered and culturally contingent nature of youth mental well-being, as well as the varied national approaches to its promotion and maintenance. The study, which covered youth groups from Kazakhstan, Uzbekistan, Poland, and Finland, helped identify both universal and locally specific factors impacting young people’s psycho-emotional state.

Among the most significant negative factors affecting mental well-being were: - Social isolation and loneliness, which intensified during the post-pandemic period. Young people report a lack of live, empathetic communication, despite their apparent engagement in digital interactions. - Academic pressure, stemming from high expectations from parents, schools, and society, often leading to burnout, anxiety disorders, and loss of motivation. - Uncertainty about the future, both personal and professional, due to economic instability, an unpredictable job market, and ever-changing educational standards. - Digital dependence, including phenomena such as FOMO (Fear of Missing Out), social comparison via networks, cyberbullying, and perfectionistic behaviors fueled by hyper-surveillance and constant public evaluation.

While these factors appear across youth communities in all four countries, their influence varies depending on the cultural, social, and political environment. The empirical data shows that youth in Kazakhstan and Uzbekistan face unique challenges. Despite the rapid development of digital platforms, many young people still lack access to evidence-based information on self-help strategies, prevention of emotional disorders, and how to seek professional assistance. There is a noticeable distrust toward adult-led institutions, including educational and medical systems. Young people often do not view adults as allies in addressing personal or mental challenges, exacerbating feelings of alienation and reducing the likelihood of seeking help.

There is also a lack of accessible spaces and programs for self-realization and personal-professional development. Existing youth centers tend to be underdeveloped or underfunded, and most initiatives rely on a formal, top-down approach, excluding youth from participatory decision-making and co-creative processes. Despite these barriers, youth from Central Asian countries show a high level of internal motivation and capacity for mobilization, especially when supported by trust-based environments and external stimuli—although such conditions are rarely present, resulting in lower resilience and reduced civic engagement.

In the European Union countries, particularly Poland and Finland, youth attention is focused on a different set of issues: - A crisis of self-identity, with young people actively seeking their place in

the world and striving for self-expression, individuality, and cultural authenticity. However, this often clashes with social expectations and internal emotional needs. - Perfectionism, intensified by high academic standards and social competition, including the pervasive cult of success, grades, and achievements. - Hyper-socialization in digital spaces, which results in information overload, emotional exhaustion, and a decline in mindfulness.

A key aspect of this study was to test the effectiveness of informal education programs grounded in mutual support, creative expression, and mentorship. The implementation of the LifePlan methodology in combination with LabPro—featuring both individual and group-based practices aimed at resilience development—yielded promising outcomes: The Resilience Index of participants increased by 18–25% on average after completing the program cycle. Participants reported greater self-awareness, capacity for self-reflection, growth in empathy, and a strengthened sense of community belonging. A reduction in anxiety, social withdrawal, and apathy was observed, particularly among girls aged 16–19. Most participants expressed a readiness to apply the acquired skills in daily life and showed interest in further youth-led initiatives, including digital volunteering and mental health advocacy projects. These findings support the idea that young people respond positively to formats that combine equality, creativity, psychological safety, and autonomy. Programs that acknowledge the subjective experience of youth were found to be the most effective.

Discussion. Youth mental well-being should not be viewed solely through a medical lens, but rather as a crucial aspect of cultural identity and social integration. In this context, informal education, social modeling, and creative practices play a pivotal role. Particularly relevant is the shift toward youth-centered models, where young people themselves become agents of change. Empathetic interaction, peer support, and flexible digital tools create an ecosystem in which resilience is developed not reactively but proactively. In the context of Central Asia, where patriarchal norms still prevail, it is vital to adapt programs to the local cultural environment - respect for elders, collectivism, and gender sensitivity. Approaches based on intergenerational partnerships have demonstrated greater effectiveness. This study revealed that the main threats to youth mental health include: Academic pressure and digital comparison: 80% of adolescents in the EU report experiencing FOMO (fear of missing out), often comparing their lives to curated content on social media (McLean Hospital, 2023). Limited access to support services: Less than 20% of young people can name a center where mental health assistance is available, despite 89% of EU citizens recognizing mental health as equally important as physical health (European Commission, 2024). Low trust in traditional services: Most adolescents do not identify themselves as being «in crisis» and therefore avoid seeking medical assistance (Roth-Cohen O., Rosenberg H., & Lissitsa S., 2022). The research also identified effective practices that contribute to improving youth mental well-being. Among them, particular attention should be given to initiatives by LifePlan Academy (LPA) and LabPro. These include personal development and resilience-building programs, as well as digital platforms like the LifePlan App and LabPro. The MarkedSchool Method also stands out as an important tool for developing a positive self-image among adolescents. It involves the creation of personalized educational and life paths using digital media and visual self-exploration maps. The Culture Houses approach (GFP) fosters the creation of safe, inclusive spaces for interaction, mutual support, and creativity—engaging not only professionals but also peer mentors in the process. Lastly, a key factor in supporting mental well-being is the use of digital tools and platforms. Young people increasingly prefer anonymous forms of support, including chat services, self-assessment tools, and gamified applications. Notably, 80% of respondents expressed a willingness to use mobile apps to receive advice from mentors or peers.

Conclusion. Youth mental well-being is a cornerstone of sustainable societal development. The shift from reactive models of support to proactive, creative, and intercultural strategies requires systemic efforts from educational institutions, NGOs, government bodies, and young people themselves. The proposed methodologies and practices—LifePlan, MarkedSchool, Culture Houses, and LabPro—have demonstrated their effectiveness in fostering youth resilience and engagement.

Institutional support is essential to integrate these approaches into national strategies and educational standards.

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Сведения об авторах:

Абдуллаева Гульзира – автор для корреспонденций, кандидат педагогических наук, доцент кафедры медиакоммуникаций и истории Казахстанского международного университета информационных технологий, Алматы, Казахстан; g.abdullayeva@iitu.edu.kz;

Ессенкожа Инлік – магистр психологии, старший преподаватель кафедры медиакоммуникаций и истории Казахстанского международного университета информационных технологий, Алматы, Казахстан; enlikesen9@gmail.com;

Адам Ягелло-Русиловский – кандидат наук, директор программы *Changemakers' Campus Program INNOCAMP PL*. Участник программы ASHOKA, главный редактор журнала *Social Innovation Journal*, внешний эксперт Университета Гданьска по вопросам психического здоровья и инклюзии, факультет социальных наук, Гданьский университет, Польша

Авторлар туралы мәлімет

Абдуллаева Гүлзира – хат-хабар авторы, педагогика ғылымдарының кандидаты, Қазақстан халықаралық ақпараттық технологиялар университеті, «Медиакоммуникация және тарих» кафедрасының доценті, Алматы, Қазақстан; e-mail: g.abdullayeva@iitu.edu.kz

Ессенкожа Инлік – психология магистрі, Қазақстан халықаралық ақпараттық технологиялар университеті, «Медиакоммуникация және тарих» кафедрасының аға оқытушысы, Алматы, Қазақстан; e-mail: enlikesen9@gmail.com