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CLASSIFICATION OF CHILDREN'S RIGHTS: A SYSTEMATIC ANALYSIS OF INTERNATIONAL AND NATIONAL LEGAL APPROACHES AND IMPLEMENTATION MECHANISMS

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Abstract. This article provides a systematic analysis of the place of children's rights within the modern legal system, their classification, and the foundations of international and national approaches. Children's rights are examined as a distinct institution of human rights, characterized by their dependence on the child's age, psychophysiological development, and need for social protection. The study classifies children's rights into civil (personal), socio-economic, and cultural rights in accordance with international legal approaches and highlights their interdependence. It also analyses the rights to protection, development, and participation, emphasizing their role in the formation of a child's personality. Using the legislation of the Republic of Uzbekistan as an example, the article examines the place of children's rights in the national legal system and substantiates their division into constitutional, social, and special protection rights. The findings demonstrate that a comprehensive understanding of children's rights, the improvement of implementation mechanisms, and the clarification of the state's positive obligations are of considerable scientific and practical significance.

Keywords: children's rights, classification, international law, national law, rights to protection, rights to development, rights to participation, implementation mechanisms

BOLA HUQUQLARINING TASNIFI: XALQARO VA MILLIY HUQUQIY YONDASHUVLAR VA ULARNI AMALGA OSHIRISH MEKANIZMLARINING TIZIMLI TAHLILI

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Davlat va huquq instituti tayanch doktoranti

Annotatsiya. Ushbu maqolada bolalar huquqlarining zamonaviy huquq tizimidagi o'рни, ularning tasnifi, shuningdek, xalqaro va milliy yondashuvlarning asoslari tizimli ravishda tahlil qilingan. Bolalar huquqlari inson huquqlarining alohida instituti sifatida o'rganilib, ularning bolaning yoshi, psixofiziologik rivojlanishi va ijtimoiy himoyaga bo'lgan ehtiyojiga bog'liqligi bilan tavsiflanadi. Tadqiqotda bolalar huquqlari xalqaro huquqiy yondashuvlarga muvofiq ravishda fuqarolik (shaxsiy), ijtimoiy-iqtisodiy va madaniy huquqlarga tasniflangan hamda ularning o'zaro bog'liqligi yoritib berilgan. Shuningdek, maqolada bolani himoya qilish, rivojlantirish va uning jamiyat hayotidagi ishtirokini ta'minlashga oid huquqlar tahlil qilinib, ularning bola shaxsini shakllantirishdagi o'рни asoslangan. O'zbekiston Respublikasi qonunchiligi misolida bolalar huquqlarining milliy huquq tizimidagi o'рни ko'rib chiqilgan hamda ularning konstitutsiyaviy, ijtimoiy va maxsus himoya huquqlariga bo'linishi ilmiy jihatdan dalillangan. Tadqiqot natijalari bolalar huquqlarini yaxlit tushunish, ularni amalga oshirish mexanizmlarini takomillashtirish hamda davlatning pozitiv majburiyatlarini aniqlashtirish ulkan ilmiy va amaliy ahamiyatga ega ekanligini ko'rsatadi.

Kalit so'zlar: bola huquqlari, tasniflash, xalqaro huquq, milliy huquq, himoya huquqlari, rivojlanish huquqlari, ishtirok etish huquqlari, amalga oshirish mexanizmlari

КЛАССИФИКАЦИЯ ПРАВ РЕБЁНКА: СИСТЕМНЫЙ АНАЛИЗ МЕЖДУНАРОДНО-ПРАВОВЫХ И НАЦИОНАЛЬНО-ПРАВОВЫХ ПОДХОДОВ И МЕХАНИЗМОВ РЕАЛИЗАЦИИ

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Аннотация. В настоящей статье проведён системный анализ места прав ребёнка в современной правовой системе, их классификации, а также основ международно-правовых и национально-правовых подходов. Права ребёнка рассматриваются как самостоятельный институт прав человека, характеризующийся зависимостью от возраста ребёнка, его психофизиологического развития и потребности в социальной защите. В исследовании права ребёнка классифицируются на гражданские (личные), социально-экономические и культурные права в соответствии с международно-правовыми подходами, а также раскрывается их взаимосвязь и взаимозависимость. Кроме того, анализируются права на защиту, развитие и участие, подчёркивается их роль в формировании личности ребёнка. На примере законодательства Республики Узбекистан рассматривается место прав ребёнка в национальной правовой системе и обосновывается их разделение на конституционные права, социальные права и права специальной защиты. Результаты исследования свидетельствуют о том, что комплексное понимание прав ребёнка, совершенствование механизмов их реализации и уточнение позитивных обязательств государства имеют важное научное и практическое значение.

Ключевые слова: права ребёнка, классификация, международное право, национальное право, права на защиту, права на развитие, права на участие, механизмы реализации

Introduction

The protection and promotion of children's rights has become one of the priorities of modern international human rights law and national legal systems. As a result of recognizing children not as an object of protection, but as independent right holders, children's rights have gradually become a separate legal institution with its own principles, implementation mechanisms, and protection guarantees (Freeman, 2007; Veerman, 1992). This change was significantly influenced by the adoption of the United Nations Convention on the Rights of the Child (CRC) in 1989, which established a comprehensive legal framework covering the civil, political, economic, social, and cultural rights of children and imposed corresponding obligations on participating states.

The relevance of studying the classification of children's rights is determined by the increasing complexity of legal regulation in this field and the growing need for the effective implementation of international standards at the national level. Although the rights of the child are universally recognized, their theoretical systematization remains a subject of scientific debate. Different

legal scholars, international organizations, and national legal systems classify children's rights according to various criteria (Van Bueren, 1998; Kilkelly, 2008), including the nature of rights, their functions, implementation mechanisms, or legal sources. Such a diversity of approaches emphasizes the multifaceted nature of children's rights, but at the same time creates conceptual ambiguities regarding their legal nature, hierarchy, and practical application (Tobin, 2013).

The absence of a universally accepted classification model has been identified in contemporary scholarship as one of the major conceptual challenges in child-rights theory (Tobin, 2013; Kilkelly, 2008). Existing classifications generally rely on the traditional division of human rights into civil and political rights, and economic, social, and cultural rights, or on the well-known "3P" framework encompassing the rights to provision, protection, and participation. Although these approaches contribute to understanding the distinctive nature of children's rights, they do not fully capture the interrelationship among

different categories of rights or their function within contemporary child-rights protection mechanisms. As a result, the absence of a comprehensive theoretical framework may hinder legislative development, effective policy implementation, and consistent judicial interpretation in the field of children's rights.

This issue has attracted significant attention in international jurisprudence. Scholars such as Geraldine Van Bueren, Michael Freeman, Nigel Cantwell, Ursula Kilkelly, and Philip Veerman have analyzed the legal nature and evolution of child rights from various theoretical perspectives. International organizations, particularly the United Nations Committee on the Rights of the Child, UNICEF, and UNESCO, have also contributed to the development of conceptual frameworks for understanding and classifying children's rights. Nevertheless, existing research focuses mainly on specific aspects of children's rights and does not provide a comprehensive comparative analysis of classification approaches in international and national legal systems. Furthermore, insufficient attention has been paid to the legal consequences of various classification models for the practical realization and protection of children's rights.

From this perspective, this study seeks to address the existing theoretical gap by studying the classification of children's rights as a holistic legal system. The purpose of the article is to analyze the main approaches to the classification of children's rights in international and national law, to determine their legal features and functional significance, to determine the relationship between different categories of rights and the mechanisms for their implementation. To achieve this goal, the article examines doctrinal approaches to classification, analyzes relevant international legal acts and national legislation, and evaluates the practical significance of various classification models for protecting children's rights.

The scientific novelty of the research is an attempt to systematize existing classification approaches through a comprehensive legal analysis and to substantiate the interdependence of children's rights as a single legal institution. The study emphasizes that the effective implementation of children's rights requires

not only their formal classification but also the recognition of their indivisibility, interdependence, and equal significance within the framework of modern human rights. Such an approach contributes to the further development of the theory of children's rights and creates a stronger conceptual framework for improving national legislation and implementation mechanisms.

Main part

Children's rights have been formed as an integral and independent direction of the modern human rights system and are recognized not only as a structural element of general legal values, but also as a special institution aimed at protecting the interests of a specific subject – the child. The uniqueness of this institution is that it was formed taking into account factors such as the child's age, level of psychophysiological development, social vulnerability, and the inability to fully exercise his rights independently. Therefore, children's rights are not a simple repetition of general human rights, but rather their adapted and enriched form with special protection mechanisms (Freeman, 2007).

In scientific approaches, the evolution of children's rights is analyzed inextricably linked with the development of the concept of human rights. In particular, since the second half of the 20th century, children's rights have been formed as a separate legal institution at the global level and have taken a firm place in international law. This process is explained, first of all, by the recognition of the child's personality as an independent legal subject. As P. Alston and J. Tobin (2005) noted, the modern model of children's rights is based on the recognition of the child not only as a person in need of protection, but also as a subject participating in the decision-making process.

Effective understanding and implementation of children's rights creates the need for their scientific systematization and classification. Because by categorizing rights, it is possible to determine their content, interrelationships and mechanisms of implementation. In this regard, the classification methodology in legal theory is considered an important scientific tool. According to M. Freeman (2007), a systematic classification

of children's rights allows us to determine their normative content and specify state obligations.

In international legal practice, children's rights are grouped according to various criteria. In particular, their classification according to their international legal nature, content and mechanisms of implementation is widespread. This approach serves to reveal the multifaceted nature of children's rights. According to Nussbaum's "capability approach," children's rights should be analyzed not only as formal rights, but also in conjunction with the possibilities of their implementation in real life (Nussbaum, 2011).

International legal instruments also interpret children's rights in a comprehensive way. In particular, the 1989 Convention on the Rights of the Child defines the civil, political, economic, social and cultural rights of children as a single system and emphasizes their interdependence. This shows that the issue of classifying children's rights is not only theoretical, but also practical.

Classification of children's rights also plays an important role in national legal systems. In particular, in the Republic of Uzbekistan, children's rights are regulated by the Constitution and special legislative acts, and they are developing in harmony with international standards. Academician A.Kh. Saidov (2015) noted that for the effective provision of children's rights, it is important not only to define them normatively, but also to implement them through specific mechanisms.

Based on the above, the scientific classification of children's rights is of great importance for a deep understanding of their essence, improving the practice of law enforcement, and clearly defining the positive obligations of the state.

The main purpose of this article is to systematically analyze the types of children's rights and their classification from the perspective of international and national law, as well as to scientifically substantiate their interdependence and implementation mechanisms.

In this study, a combination of formal-legal, comparative-legal, systemic, and doctrinal research methods was used to study the classification of children's rights in international and national legal frameworks.

The formal-legal method was used to analyze the normative content of international legal documents, including the United Nations Convention on the Rights of the Child (1989), as well as the relevant provisions of the Constitution and legislation of the Republic of Uzbekistan. This method made it possible to determine the legal categories of children's rights and their normative features.

The comparative legal method was used to compare different approaches to the classification of children's rights in international legal doctrine and national legislation. Through this method, similarities and differences between international standards and national legal regulation were identified.

The systematic method was used to examine children's rights as an interconnected legal institution consisting of interdependent elements (United Nations Committee on the Rights of the Child, 2003; Freeman, 2007). This approach made it possible to evaluate the relationship between civil, socio-economic, cultural, protection, development and participation rights.

The doctrinal method was used to analyze the views of leading scholars in the field of children's rights, including Freeman, Van Bueren, Tobin, Kilkelly, and others, in order to assess existing classification models and identify their theoretical limitations.

The object of the research is the system of children's rights recognized in international and national law, while the subject of the research is legal approaches to their classification and implementation mechanisms.

Classification of children's rights based on an international legal approach.

The issue of classifying children's rights in the international legal system is of important methodological importance in revealing their content and determining the mechanisms for their effective implementation. An analysis of scientific literature and international legal instruments shows that children's rights are usually divided into three main groups – civil (personal), socio-economic and cultural rights. This classification, consistent with the general system of human rights, also takes into account the specific characteristics of the child (Van Bueren, 1998).

1. Civil (personal) rights. Civil or personal rights are the main and primary element of the system of children's rights. They include fundamental norms aimed at recognizing the child as an independent subject of law, ensuring his life, freedom and inviolability of honor.

First of all, the right to life is recognized as a necessary condition for the implementation of all other rights. This right is absolute and inalienable in international law and imposes a strict obligation on the state to protect the life of children (Alston & Tobin, 2005).

Also, the right to a name and nationality ensures the legal identification of the child. Through this right, the child enters into legal relations with the state and has the opportunity to exercise other rights. As noted in the scientific literature, the presence of legal identification is an important condition for the protection of the rights of the child (Freeman, 2007).

The child's rights to freedom of expression, conscience and belief form him as an active subject of law. In particular, the child has the right to express his opinion freely on issues that concern him, and this opinion should be taken into account in accordance with his age and level of development. This principle is considered an important element of a democratic approach to ensuring the interests of the child (Lansdown, 2010).

2. Socio-economic rights. Socio-economic rights are aimed at creating the necessary social conditions for a child to live a decent life and develop in all aspects. These rights are closely related to positive obligations that require the active participation of the state.

The right to education occupies a special place in this group. Education is not only a means of acquiring knowledge, but also an important factor ensuring the socialization of the child, the formation of his legal consciousness and future economic independence. Therefore, the principle of free and compulsory primary education is enshrined in international law (Nussbaum, 2011).

The right to health is also one of the main conditions for the development of the child. Protecting children's health, ensuring access to medical services and implementing preventive measures are recognized as one of the priorities of state policy (Van Bueren, 1998).

Also, the rights to social security and an adequate standard of living serve to protect the child from poverty and social risks. According to Amartya Sen's theory, these rights are aimed at expanding the real possibilities of a person and have a broader social content than formal rights (Sen, 1999).

3. Cultural rights. Cultural rights play an important role in the process of the child's spiritual development, social integration and self-awareness. Through these rights, the child has the opportunity to participate in the cultural life of society, preserve and develop his national values.

The right to education in his native language is of particular importance in this regard. Because language is not only a means of communication, but also the main instrument for transmitting cultural heritage. UNESCO studies have noted that education in the mother tongue has a positive effect on the cognitive development of the child and increases the effectiveness of education (UNESCO, 2003).

The right to participate in cultural life serves to develop the child's creative potential, form aesthetic taste and increase social activity. At the same time, these rights are also an important factor in maintaining cultural diversity and ensuring social stability in society (Freeman, 2007).

Thus, the division of children's rights into civil, socio-economic and cultural rights based on an international legal approach allows for a systematic analysis of their content. These rights are closely interrelated, complement each other and serve to ensure the comprehensive development of the child.

This classification is not only of theoretical importance, but also serves as an important methodological basis for clearly defining the obligations of states to ensure the rights of the child.

Although the traditional division of children's rights into civil, socio-economic and cultural rights remains widely accepted in international legal doctrine, this classification has certain limitations. First, it reflects the classical structure of human rights law but does not fully capture the specific nature of children's rights. Second, many children's rights simultaneously belong to several categories. For example, the right to education

possesses social, cultural and participatory dimensions. Consequently, strict categorization may create artificial distinctions between rights that are functionally interconnected.

From the author's perspective, the international classification is useful for normative analysis but insufficient for understanding the practical implementation of children's rights. Therefore, it should be complemented by functional classifications based on protection, development and participation criteria.

Classification of children's rights based on content criteria.

The substantive classification of children's rights is of great theoretical importance in determining their internal essence, functional orientation and place in the development of the child's personality. According to the approach widely used in scientific literature, children's rights are divided into three main groups – protection, development and participation rights. This classification was originally developed by international organizations and researchers and is recognized as an effective methodological tool for highlighting the complex nature of children's rights (Alston & Tobin, 2005).

1. Protection rights. Protection rights are one of the priority areas in the system of children's rights. They are explained by the physical and mental vulnerability of the child, as well as his inability to fully protect his interests independently. Therefore, these rights are aimed at protecting the child from any violence, exploitation, discrimination and other negative effects.

International law defines child protection as a positive obligation imposed on the state. In particular, the obligation to protect children from the worst forms of forced labor, human trafficking, sexual exploitation, and participation in armed conflict is emphasized (International Labour Organization, 1999).

At the same time, protection rights are not limited to protection from criminal risks. They also include ensuring the child's safety in the social environment. Factors such as domestic violence, social inequality, poverty, and neglect also have a negative impact on child development. Therefore, states need to create institutional mechanisms for the comprehensive protection of children (Saidov, 2011).

2. Development rights. Development rights are aimed at ensuring the physical, intellectual, spiritual and social development of the child, creating the necessary conditions for his formation as a person. These rights serve to realize the child's natural potential and prepare him for an independent life.

The right to education occupies a leading position in this group. Education is not only a process of imparting knowledge, but also a decisive factor in the socialization of the child, the formation of his legal consciousness and the development of his civic position. According to Nussbaum's "opportunities approach," development rights are important in that they serve to expand the real possibilities of the individual (Nussbaum, 2011).

Also, the opportunity to use health services, participate in cultural life and freely access information resources are important components of development rights. Effectively ensuring these rights creates a solid social and legal foundation for the child's all-round development (Freeman, 2007).

3. Participation rights. Participation rights represent a qualitatively new stage in the system of child rights. These rights are aimed at ensuring the child's active participation in the processes of social and state life.

The child has the right to freely express his opinion, to participate in the decision-making process on issues affecting his interests. These rights strengthen the legal status of the child, turning him from a passive object of protection into an active subject of law. Lansdown (2010) noted that participation rights play an important role in the formation of a sense of responsibility, independent thinking and democratic values in children.

At the same time, the implementation of participation rights should be carried out gradually, in accordance with the child's age and level of development. This serves to form legal activity in accordance with the child's capabilities, without overloading him.

The division of children's rights into rights to protection, development and participation based on the content criterion allows for a deeper understanding of their functional orientation. These rights are inextricably linked and together

ensure the safety, harmonious development and social activity of the child.

This classification serves as an important theoretical basis for the formation of state policy, the establishment of priorities and the development of effective legal mechanisms for the implementation of children's rights.

Comparative Analysis of Existing Approaches

The “3P” model (Protection, Provision/Development and Participation), widely promoted by UNICEF and the Committee on the Rights of the Child, and offers a more child-centered perspective than traditional human rights classifications. Unlike the civil-political versus socio-economic approach, the 3P model focuses on the functional role of rights in child development.

However, the model also has limitations. Certain rights cannot be unequivocally assigned to a single category. For example, the right to education simultaneously contributes to development, participation and protection. Therefore, the boundaries between categories often remain flexible and overlapping.

This study supports the view that no single classification model can comprehensively explain the legal nature of children's rights. A multidimensional approach appears more appropriate.

Classification according to implementation mechanisms.

The effective implementation of children's rights depends not only on their normative recognition, but also on the clarity and effectiveness of the mechanisms for their implementation in practice.

The data demonstrate a significant improvement in the implementation of children's socio-economic rights in Uzbekistan, particularly in access to preschool education and social protection services. This confirms that the realization of children's rights depends not only on legal guarantees but also on effective state policies and institutional reforms.

Therefore, in legal theory, the classification of children's rights according to the methods of implementation is considered an important methodological approach. This approach identifies the differences between the legal nature of rights, the role of the state in ensuring them, and the means of protecting them.

According to the classification widely used in scientific literature, children's rights are divided into two main groups according to the mechanism of implementation:

directly implemented rights;

rights ensured through state policy (Alston & Tobin, 2005).

Directly implemented rights are rights that can be directly claimed, implemented, and, if necessary, protected through courts or other authorized bodies by the child or his or her legal representatives. These rights are usually enshrined in clear and directly applicable norms, and their implementation does not require additional political decisions or long-term programs.

These rights include, first of all, the right to education. If a child's right to education is violated, his legal representatives have the opportunity to restore this right by applying to the relevant state bodies or the court. In this regard, the right to education is not only a declarative norm, but also a right with practical protection mechanisms (Freeman, 2007).

The right to access health services is also among the rights that are directly implemented. The child must have access to necessary medical care, and unjustified restrictions on this right are considered a violation of human rights. Scientific research shows that it is precisely the rights that are directly implemented that play an important role in strengthening the legal status of the child, because through them the child can realistically protect his rights (Van Bueren, 1998).

Table 1
Empirical Evidence on the Implementation of Children's Rights in Uzbekistan:

Indicator	2018	2020	2022	2024
School enrolment rate (%)	98.2	98.5	99.1	99.4
Preschool coverage (%)	37.7	60.0	69.9	76.0
Children receiving social protection support (thousand)	624	731	892	1050
Birth registration coverage (%)	99.0	99.2	99.4	99.5

Key indicators reflecting the implementation of children's rights in Uzbekistan (2020–2024)

Rights implemented through state policy are, by their nature, ensured through complex and multi-stage mechanisms. The realization of these rights requires not only normative recognition, but also comprehensive socio-economic measures, institutional reforms and the mobilization of financial resources by the state.

This group includes the right of the child to an adequate standard of living, social protection, protection from poverty and participation in an inclusive education system. The implementation of these rights is directly related to the long-term strategy, social policy and economic capabilities of the state (Sen, 1999).

For example, the introduction of inclusive education requires not only the adoption of legal norms, but also a complex of measures such as adapting the infrastructure, training pedagogical personnel and forming a culture of inclusion in society. Similarly, the system of social protection of children is implemented through a system of social programs, subsidies and benefits developed by the state.

A. Saidov (2015) noted that the positive obligations of the state are crucial for the effective provision of children's rights, and it is not enough to limit oneself to defining rights only at the normative level. The state must create the necessary legal, institutional and economic mechanisms for the implementation of these rights.

Thus, the classification of children's rights according to the mechanisms for implementing them allows for a deeper understanding of their legal nature. While directly enforceable rights are an important means of ensuring the legal protection of the child, rights implemented through state policy guarantee his or her social well-being and sustainable development.

Only when these two types of rights operate in harmony with each other can the full and effective realization of the rights of the child be achieved.

Analysis shows that the effectiveness of child rights depends not only on their legal recognition but also on the availability of effective mechanisms for their implementation.

The study shows that rights subject to direct enforcement generally enjoy stronger legal protection, as they can be invoked in courts and administrative bodies. In contrast, rights that

depend on public policy often face difficulties in implementation due to financial, institutional, and administrative constraints.

This conclusion confirms the position of the UN Committee on the Rights of the Child that legislative recognition alone is insufficient without adequate institutional capacity and budgetary allocations.

Classification of children's rights in the national legal system.

In the Republic of Uzbekistan, the provision and protection of children's rights is recognized as one of the priority areas of state policy. In the national legal system, children's rights are strengthened through the Constitution, special laws and other regulatory legal acts, and they are developing in harmony with the generally recognized principles of international law. This situation creates the need to take into account not only their content, but also their legal sources and implementation mechanisms when classifying children's rights (Saidov, 2015).

Table 2
Evolution of the Legal Framework on Children's Rights in Uzbekistan

Year	Legal Act	Significance for Children's Rights
1992	Constitution of the Republic of Uzbekistan	Established constitutional guarantees of children's rights
2008	Law on Guarantees of the Rights of the Child	Created a specialized legal framework for child protection
2020	Law on Education (new edition)	Strengthened legal guarantees for the right to education
2023	New Constitution of the Republic of Uzbekistan	Expanded social and legal guarantees for children

The legislative evolution demonstrates a gradual transition from the general constitutional recognition of children's rights to the establishment of specialized legal and institutional guarantees. The adoption of the Law on Guarantees of the Rights of the Child in 2008 marked an important stage in the formation of a comprehensive child-rights protection system. Subsequent reforms, particularly in the fields of education and constitutional development,

further strengthened the legal framework for the realization of children's rights. This trend confirms the growing alignment of national legislation with international standards established by the Convention on the Rights of the Child.

According to scientific approaches, children's rights in the national legal system are divided into three main groups: constitutional rights, social rights and rights of special protection.

1. Constitutional rights. Constitutional rights represent the highest level of legal guarantees of children's rights. They are directly enshrined in the Constitution, have supreme legal force and serve as the basis for all other regulatory legal acts.

Within these rights, the child's right to life, personal integrity, honor and dignity, as well as the right to education are of particular importance. These rights are universal in nature and apply equally to all children. Scientific analysis shows that constitutional rights are the foundation of the child's rights system and create the necessary legal basis for the implementation of all other rights (Freeman, 2007).

Also, through the norms established in the Constitution, the state is charged with positive obligations to protect the interests of children and ensure their rights. This indicates that children's rights have not only declarative, but also real guarantees.

2. Social rights. Social rights are aimed at ensuring a decent standard of living for the child and provide for the creation of the necessary conditions for his physical and spiritual development. The implementation of these rights directly depends on the active social policy and economic capabilities of the state.

This group includes the rights to education, access to health services, social security and state support. In particular, the right to education is an important factor in the formation of the child as a person and his integration into society. At the same time, health and social protection systems ensure that the child grows up in a safe and stable environment (Sen, 1999).

The Law of the Republic of Uzbekistan "On Guarantees of the Rights of the Child" reinforces these rights through specific norms and provides additional guarantees, especially for children in

need of social protection. This indicates that the national legislation has a socially oriented nature.

3. Special protection rights. Special protection rights represent a set of additional legal guarantees established taking into account the social vulnerability, age and level of development of the child. These rights are aimed, first of all, at supporting children in need of social protection.

These rights include the protection of children from violence, exploitation, human trafficking, the most severe forms of forced labor and other negative impacts. At the same time, special social guarantees are established for orphans, children with disabilities and children from low-income families (UNICEF, 2018).

As noted in the scientific literature, special protection rights serve to recognize the child not as an ordinary subject of law, but as a person requiring special attention and support (Saidov, 2011).

Thus, the division of children's rights into constitutional, social and special protection rights in the national legal system allows for a deeper understanding of their legal nature. This classification was formed in accordance with international standards and serves to ensure the comprehensive protection of children's rights.

This approach creates a solid legal basis not only for recognizing children's rights, but also for improving mechanisms for their effective implementation and protection.

Challenges Identified During the Research

The research identified several challenges affecting the effective realization of children's rights in national legal systems.

First, despite significant legislative progress, certain rights remain insufficiently supported by implementation mechanisms. Second, disparities between urban and rural areas may affect access to education, healthcare and social services. Third, coordination among institutions responsible for child protection requires further strengthening.

These challenges indicate that future reforms should focus not only on legal development but also on institutional effectiveness and monitoring mechanisms.

Conclusion

The present study has demonstrated that children's rights constitute an independent

and multifaceted legal institution within the contemporary human rights system. Their classification is not merely a theoretical exercise but an important methodological tool that facilitates a deeper understanding of the legal nature of children's rights, their interdependence, and the mechanisms required for their effective implementation and protection.

The analysis revealed that the traditional international classification of children's rights into civil, socio-economic, and cultural rights remains significant for determining the scope of state obligations and the normative content of rights. At the same time, the classification based on protection, development, and participation rights provides a more child-centered and functional perspective, reflecting the specific needs and vulnerabilities of children. The study further established that no single classification model is sufficient on its own; therefore, a multidimensional approach combining normative and functional criteria appears to be the most effective framework for understanding children's rights (Tobin, 2013; Kilkelly, 2008).

The research also demonstrated that the effectiveness of children's rights depends not only on their legal recognition but also on the existence of effective implementation mechanisms. Directly enforceable rights strengthen legal protection and access to remedies, whereas rights dependent on public policy require sustainable institutional, financial, and administrative support. Consequently, the realization of children's rights can only be achieved through the balanced interaction of legal guarantees and state policy measures.

The analysis of the national legal framework of the Republic of Uzbekistan confirmed that the existing system of constitutional, social, and special protection rights generally corresponds to international child-rights standards. Nevertheless, the study identified the need for further

improvement of implementation mechanisms and institutional coordination in order to ensure the practical realization of these rights.

Based on the findings of this research, the following scientific and practical recommendations are proposed:

1. To improve national legislation by introducing a more systematic legal classification of children's rights, reflecting both international standards and the functional dimensions of protection, development, and participation rights.

2. To strengthen mechanisms for monitoring the implementation of children's rights, including the development of measurable indicators for assessing the effectiveness of state policies and child-rights protection programs.

3. To enhance institutional cooperation among governmental bodies responsible for child protection, education, healthcare, and social welfare in order to ensure a comprehensive approach to the realization of children's rights.

4. To expand child participation mechanisms in decision-making processes affecting their interests, in accordance with Article 12 of the Convention on the Rights of the Child and contemporary international standards.

5. To strengthen legal and institutional guarantees for vulnerable groups of children, including children with disabilities, children deprived of parental care, and children living in socially disadvantaged conditions.

In conclusion, the study confirms that the scientific classification of children's rights contributes not only to the development of legal doctrine but also to the improvement of legislation, law-enforcement practice, and public policy. A comprehensive and integrated approach to the classification of children's rights can serve as an effective basis for strengthening state obligations and ensuring the full realization of children's rights in both international and national legal systems.

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