

Children`s Rights Concept in Modern Social and Humanitarian Discourse

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Abstract

The objective of the paper is the discourse analysis of studies on the child`s rights in humanitarian and social sciences. In the paper, the scientific discourse method – conceptual analysis – is employed. About 140 sources on children's rights within the subject field of philosophy, history, law, political and social sciences were used as the methodological material, and so were the regulatory, analytical and methodological data within the time span of 1999-2018. The research interests and priorities in studying the children's rights that are specific for each of the sciences have been outlined, as well as their contribution to the fulfillment of the human essence; enforcement of legal norms; protection of the rights of the child in crisis periods of history; establishment of the mediation institution; and control of social relationships. The system-forming concepts in children's rights research have been identified: the social and cultural context of children's rights; children's rights and children's welfare, health and survival; the rights-based approach to categories of "excluded" and "invisible children"; children's rights as an institution of legal socialization and legal culture; awareness raising and education in the sphere of human/children's rights. The scientific discourse on children's rights in the social and humanitarian knowledge conceptualizes and enriches new research paradigms in this field.

Keywords: *childhood, children, children's rights, child`swell-being discourse analysis, scientific discourse, concepts of children's rights, rights-based concepts*

Introduction

Since the UN adopted the Declaration of the Rights of the Child (1959) and the Convention on the Rights of the Child (1989), rights of the child being singled out and the cultural policy of childhood, the institution of rights of the child getting established due to this have had quite an impact on enhancing the research of the institution of human rights.

Throughout the second half of the 20th century and in the 21st century, the social and cultural focus of the legal dominant in the research of childhood has enriched science with concepts of childhood that are migrating from the theme periphery to the central sphere of scientific knowledge increasingly actively. The experience of the latest decade confirms that in all efforts made in this area of development, one of the priority tasks has to be satisfaction of the needs and enforcement of children's rights (Declaration A world fit for children, 2002). Following various

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philosophical, historical and legal works on childhood in the social and humanitarian discourse on children's rights, it can be seen that the studies of children and childhood conducted within the *rights-based approach* serve as a scientific foundation for research paradigms and initiatives for the protection of children's rights and their interests.

The consistently growing bulk of information on children's rights represented by numerous regulatory, methodological documents, materials, and studies covering the domain of social and humanitarian sciences for the most part makes it relevant to systemize the rights-based concept of childhood and children's development in humanitarian and social sciences. The paper aims at synthesizing the research interests in studying the children's rights that are essential for philosophy, history, law, social and political sciences. On the other hand, the author is oriented to methodological and analytical objectives: identifying and describing the system-forming concepts of children's rights in social and humanitarian sciences. The congruence of research tasks stems from the idea of making the complete picture of children's rights that focuses the phenomenology of childhood researcher in the mirror of children's rights.

The structure of the paper includes a brief overview of studies while singling out scientific interests and priorities of various sciences in exploring childhood and children's rights and specifying the materials and methods of the research. The Results and discussion section describes the main rights-based concepts in social and humanitarian sciences. In the Annex, the list of references to the studies and materials analyzed by the author is given.

Literature Review

In philosophy, the human rights / rights of the child are considered as being of the man / child, form and way of fulfillment of their essence. Archard D. (2015) was the first to show the prospects of philosophical discourse of children's rights in the philosophy of childhood, studies of children's rights within the modern concepts and models of childhood over a broad range of questions – the role of state and family in upbringing of children, the individualist and collectivist references, the fundamental distinctions between children's and adults' rights, as well as the problems of rights and liabilities of parents, abuse of children.

Philosophy deals with the studies of children's rights within the context of their being integrated into the philosophical sociocultural problems of childhood. The existential value of rights is also emphasized in philosophy as a form of manifestation of existential essence of a man

comprehending and fulfilling his rights. The human rights fulfillment levels are associated with the man's value for society, with particularities of the social system within which he fulfills his rights in interaction with others, and with the opportunity to manifest social qualities of man in the society (Aminev, 2004).

In the works on philosophy, the necessity of covering the social and cultural field in which the problems of children and adolescents and their rights are integrated is emphasized (Nogotkova, 2009). Meanwhile, the question of "what is better for a child" remains debatable not only for science, this context being different in different cultures. The majority of philosophers studying morality and law also admit that the universal moral principles may be applied in different ways under different specific circumstances (Matthews & Mullin, 2015).

Freeman M. and colleagues (2015) view the necessity of practical consensus over the human rights as a solution for the situation in which there is a gap between theory and real actions in implementing them.

History studies the stages of establishment of the human rights institution, public human-rights movements, civil rights advocacy organizations, human rights institutions for children adapted to the national, cultural and religious specific features. Within the domain of history, there is the study of crisis periods that affect rights of the child in a negative way (Bhutta et al., 2016). For instance, the works by the Russian authors describe the results of the studies within the chronological framework of the Second World War and the post-war period making relevant the problems of "troubled" children and adolescents, orphans having lost their parents during the war years, homeless and unsupervised children, disabled children and ones having health limitations (Sedova, 2017; Budashevsky, 2016; Khvan, 2009).

The interests of **juridical sciences** focus on studying the regulatory and legal status of childhood; particularities of fulfillment and protection of individual children's rights set forth by the CRC – from ones having the status of life-sustaining (the right for life, health care and medical aid (Leading the realization of human rights to health and through health: report of the High-Level Working Group on the Health and Human Rights of Women, Children and Adolescents, 2017), family, implying the right to know one's parents, to be brought up by them, to share quarters with them and to get special care in case of loss of parental custody) to socially important rights (the right for education (Monteiro, 2010); the right for access to information (Abdul Aziz & Ibrahim, 2012); the right for protection against economic exploitation

(Shcheglova et al., 2001). A special category is made up by the rights supporting the autonomy and interests of children as independent subjects (the rights for a name and nationality, voicing one's own opinion (Fedorova, 2014); participation (Ransom, 2011; Costa El-Hage, 2007; Correia & Aguiar, 2017; Yigit, 2018), the right for confidentiality of personal information, the right for participation in associations and for creating ones, the right for the choice of religion and confession of faith; rest and leisure). In juvenile justice studies, they cover the questions of international trusteeship for children (Martin, 2005), monitoring of respect for children's rights, control over fulfillment of children's rights by specialized services. Juvenile justice also explores the role of the children's rights ombudsman institution in identifying and establishing their legal status (Shamrin, 2014; Likhter, 2016; Fedorova, 2017); the questions of delimiting the authorities of the children's rights ombudsman and other specialists – the social inspectors for children's rights, the children's authorized specialist in case of child abuse and/or the parents' non-fulfillment of their liabilities in upbringing, educating and providing for the children. Via the notions of various insight extent – from the regulatory mediator in intergovernmental cooperation, the UN Human Rights Council (Lyapichev, 2012); via the understanding of the state policy as a mediator to transform the civic and public initiatives into key state decisions and programs for fulfillment of human rights in this or that state (Bittman & Russell, 2016; Panova, 2017); and the intrastate interaction up to the children's rights ombudsman as a tool of the International Family Mediation, Child Protection and child-inclusive mediation, social and political mediation, the concepts of mediation being elaborated in sciences of law are broadly aimed at alleviating the conflict and assuring the children's legal security (Meshkova, 2014).

As for *political sciences*, in exploring the children's rights and liberties, they are oriented to studying the uniform international legal space, the activity of states in the protection of children's rights, the state protection of maternity and childhood within the current globalization and geopolitical processes, the global, natural and man-made disasters, ethnic and racial conflicts. The international political initiatives of the system of enforcement of children's rights and measures for protecting them are launched by the United Nations (Declaration A world fit for children, 2002) and its specialized structural units that announce scientific research projects in the areas of observing the children's rights and liberties in the world (UNESCO, UNICEF) (Implementation Handbook, 2007), the international system for supporting and safeguarding health, family and childhood (WHO), and the legal standards in the use of children's labor (ILO).

The focus of attention of political sciences is on the international movement for the protection of human rights, geopolitical and national interests of individual states in the sphere of children's rights (Bhakhry, 2006; Lum, 2011; Soares, 2007; Gümüş, 2012).

Social sciences concentrate their interests in the paradigm of establishing a consensus between the formal legal and the social aspect of children's rights and liberties. With regard to this, they study their contribution to adjusting the social interactions, relieving the social tensions, potential and actual conflicts between various social communities in which children, parents and proxy parents are included. In the social sciences, the idea about human rights affecting the formation of moral and legal values (freedom, justice, and equality) underlying the legal behavior is developed. Social sciences also study social behavior models associated with observance of rights that are mostly psychological in a broad sense. In the human rights area, the inherent in man ambivalent attitude towards social standards is manifested in the fact that an individual as a holder of social rights and liberties pursuing first and foremost his own interests has to reckon with the new social reference points of the equal opportunity, social justice, and non-discrimination society and the traditional principles of observing the others' rights. As applied to children, the misalignment of individualist and collectivist behavior patterns is manifested in the early, teen, and young age as an ambivalent attitude to the human rights institution. On the one hand, this involves a marked civic initiative, readiness for participation in affairs of the society and the state, tolerant interaction, recognition and respect of value of a human life, a high legal culture, including the freedom of thought, democracy, and finding one's bearings in constitutional aspects (Keskin & Yüceer, 2013). On the other hand, it is distinguished by a situation-based attitude to law, anomie in law, legal nihilism, infantilism, fetishism, and degeneration of legal consciousness (Boshno, 2016); an interest for unlawful forms of conduct and participation in radical and extremist movements. With regard to this, investigation into causes and conditions of genesis of the negative conduct forms as well as into prevention thereof are important.

One of the key ideas in the social sciences research is to provide the conditions for socialization, upbringing and education in the field of human (children`s) rights. This theme is widely discussed in the publications on civic education (Lycke & Lucey, 2018), educational content and technologies in the field of children's rights (Abdulkarim et al., 2018; Gümüş, 2012;

Lafer, 2014) that were represented in the sections of the Journal of Social Studies Education Research.

After the brief overview of research interests in social and humanitarian sciences as for the said domain, it is clear the analysis conducted shows that it is considering sources and materials within various branches of science that is the essential point that allows studying children's rights. Although the distinctions between their scientific priorities, subject and methods are fairly obvious, they all tend to the problem-based and integrative approach in discussing the dependence of children's rights on the social and cultural factors. As a total, the data provided by the humanities and social sciences give grounds for outlining rights of the child. Within the context of the objectives and tasks of this paper, they will be used as a factual basis for analyzing the concepts of children's rights.

Materials and Methods of the Research

In line with the objective of the paper (to identify and describe the system-forming concepts of children's rights in social and humanitarian sciences), the author used the discourse analysis method. The tasks for which discourse analysis was employed in this paper included: 1: the content analysis of studies presented in sources on the rights of the child that has allowed identifying and conceptualizing the ideas shared by all sources under analysis; 2. the categorical analysis of the most frequently used categories and notions; 3. the phenomenological analysis of essential characteristics of children's rights.

106 sources (alongside with ones given in the review) describing the results of the studies conducted in social and humanitarian sciences within the chronological range from 1999 up to 2018 were used in the analysis as the методический (methodological) material. In the bulk of analyzed sources (which is considered by the author to be the focal point of materials on children's rights that are available to a researcher), the author has identified the types of scientific sources that are representative according to the quantity (being equilibrium in the total sample): monographs, theses, scientific papers, reference books and practice manuals on children's rights. In addition, texts of the international and national legal documents on children's rights were used – CRC, optional protocols to CRC, the UN State of the world's children reports, and other sources and materials. The sources were picked by means of search queries "children", "childhood", "children's rights", "children's welfare" in databases of Elsevier at

<https://www.elsevier.com>; ProQuest Dissertations & Theses at <https://www.proquest.com>; SpringerLink at <https://link.springer.com>; CRIN at <http://www.crin.org/>; ResearchGate at <https://www.researchgate.net>; SciVal at <www.scival.com>; the Russian state library at <https://www.rsl.ru/>; CyberLeninka scientific e-library at <https://cyberleninka.ru>; Elibrary Scientific digital library at <https://elibrary.ru/defaultx.asp>; and the Portal of titles on psychology at Psyjournals <http://psyjournals.ru>.

In Fig. 1 and 2, the quantity ratio of the said types of sources are shown with distribution thereof according to years. Hereinafter, the continuous numbering of the sources being analyzed, their imprints given in Annex 1 "Methodological framework of the research" (List of sources).

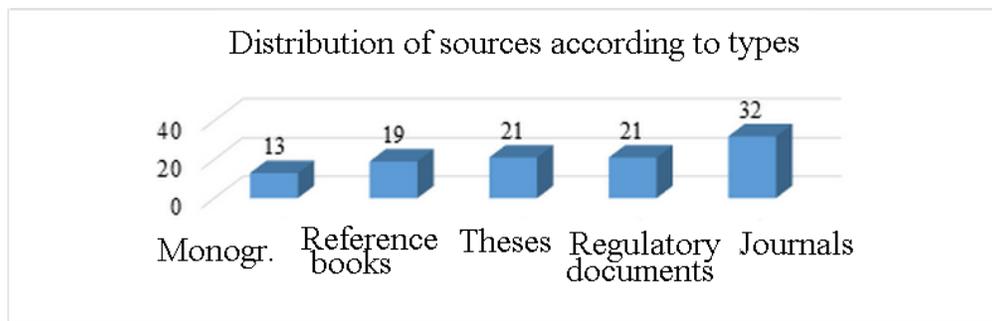


Figure 1

Distribution of sources according to types

Source: Author

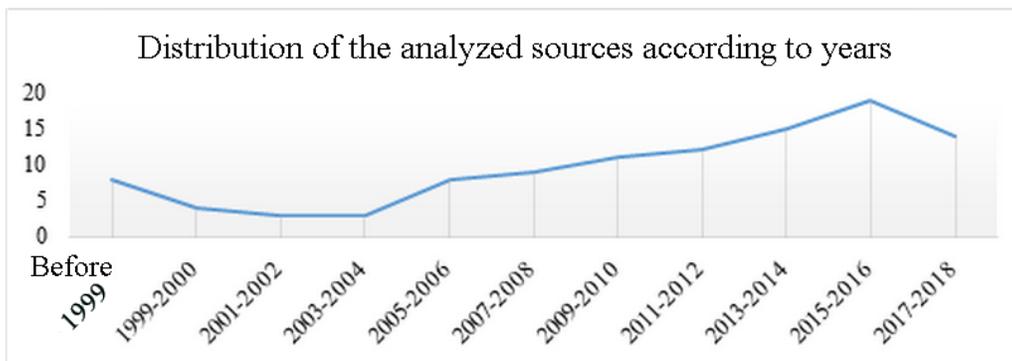


Figure 2

Distribution of analyzed sources according to years

Source: Author

The analysis of the sources confirms that the shared social and cultural invariants in the studies of children's rights and the concepts corresponding to them are objectified in the corpus of works on children's rights. In the following section, Results and discussion, they are subordinated into five conceptual approaches to children's rights (concepts). It is important to point out that the researcher's initial attitude being oriented not to branches of knowledge studying children's rights illustrates the idea voiced by Vernadsky (1997) about the advance of scientific knowledge in the 20th century quickly blurring the line between individual sciences "It is not in sciences but in *problems* that we specialize more and more, which on the one hand allows us to gain an extremely deep insight into the phenomenon under study and on the other hand – to broaden the coverage of it from all viewpoints". As applied to research in children's rights of the second half of the previous century and especially in the current century, a considerable acceleration can be seen (not merely quick but rapid growth) of the quantity of published works that are included into the scientific discourse by increasingly numerous representatives of different domains of knowledge.

The author realizes the limitations introduced that do not allow to cover all sources on children's rights for all years within this paper; anyway, the researcher is granted the opportunity by service bibliographic indices. Alongside with this, pursuing the objectives to see the general regularity and to conceptualize the key rights-based research approaches in social and humanitarian sciences, the author subordinated all the approaches available into five key concepts. While showing the subject-related and operational distinctions, the identified and described concepts ensure an integrated consistent scientific view of the problems in the studies of children's rights.

The choice of discourse analysis methodology is due to the pragmatic tasks of organizing and systematizing the materials available in our arsenal, and, speaking more broadly – in the arsenal of the researcher, regardless of the area of his/her research interests, numerous works on children's rights, normative, methodical and pedagogical literature. It seems resource-intensive to make a review on children's rights using the entire array of information from different sciences. At the same time, the author was aimed at the task of using the existing materials on children's rights in a certain, conceptually aligned way. The possibilities that this approach has are to challenge one-sided interpretations. The search for systemic concepts and approaches allowed not only to overcome relativism of narrow interpretations, but also to expand their relevance for

the researchers of children's rights, regardless of the area of their research interests. This form of research is also justified in terms of the possibilities to apply the obtained results in different social and cultural contexts.

Results and Discussion

The concepts of social and cultural context of children's rights

At present, theories based on the study of social and cultural development contexts include an extensive class of concepts, scientific understanding of which is impossible without the analysis of environmental factors, cultural differences, and, in general, the whole cultural and social area of their functioning. Among such concepts related to childhood and child`s development, it is necessary to name the category “children`s rights”, introduced into the scientific use and actively discussed in recent decades.

While expanding responsibility of states for observance of children's rights [33], inclusion of children's rights into the sphere of international and national interests has contributed to discovering the new aspects of cultural, political, and social discourse of protection of childhood, drawing the attention of politicians, scientists and specialists responsible for children to a broad range of questions of birth rate, the quality of life of children, condition of their health, as well as ensuring life sustaining and development of social support, education and other institutions [10; 44].

Given this, the conceptual objects of understanding and describing childhood were supplemented with new interpretations. Already rooted in science, the notions of child as marginalized subject, child as property, child as economically disenfranchised, child as a cultural outsider [23] could now be set in motion. According to V. Bibikhin (2005), these notions are expressed in the thesis about the child being a subject who until a certain age does not know that he or she is seen at times, partially and by some people only [58]. It also became possible to expand the category of Child as ontological other [24] that presents the most complete description of the nature of the child as a subject of law having a legal status and a regularized position in the adults' society. Due to this, the notions about children as independent individuals having rights protected by the society in accordance with their age-related particularities and the uniqueness of childhood [64] and as active participants of social life having the right to voice their opinions on equal terms with adults [69] could be introduced. Such extended interpretations

of children and the pressing necessity of the 20th century science to reconstruct the adult-child relationships system (Breaking Out: Emergent Child-Adult Reconstruction), with the problems range of children's rights being introduced, contributed to taking the emphasis away from adults' obligations to children and children's obligations to adults and to removing the strict binary opposition "child vs. adult" in social concepts of Reconstructing Childhood [23]; Social construction of childhood [80]; Constructing and Reconstructing Childhood) [21]; Justification of childhood [64]. Peters M. and Johansson V. (2012) believe that after introduction of children's rights, the interests of children and the interests of those traditionally considered as being responsible for the children [36] can no longer be adopted as simply equal ones.

Meanwhile, within the general logic of the social and cultural phenomenon of extended childhood duration – emerging adulthood [2] – that originated in the second half of the 20th century, two opposing trends directly related to the social and cultural background of children's rights studies have gained momentum. On the one hand, they could now "find acknowledgment that childhood should be regarded as a part of society and culture rather than a precursor to it; and that children should be seen as already social actors not beings in the process of becoming such" (James & Prout, 1997) [21]. On the other hand, the larger duration of childhood aggravated the manifestations of infantilism, social immaturity, economic insecurity, trends of excessive autonomy from adults, the need of protecting one's rights by family generation conflicts [43], running away from home, and, – more broadly – teenagers' and young people's social and cultural escapism that are characteristic for children and adolescents of economically developed countries. At the same time, countries with transitive economies and unstable political system, just like the poor and troubled families that keep disregarding children's rights completely and separating them from adults [1], use the young children's labor [29], due to which childhood is reduced and moving into adulthood is accelerated.

Cross-cultural and anthropological studies accumulating the data on observance of children's rights in various regions of the world [12] are extensively used as service material by the concepts of social and cultural context of children's rights. Poverty is still the major cause of non-observance of children's rights: in such conditions the family's life level does not allow them to satisfy the children's needs, due to which the children have no opportunity to get medical and educational services. Poverty is quite common in the third world countries, with their economically unstable political situation, ethnic and religious tension, low income level of the

population; hence there are negative effects such as stratification, segregation, and discrimination in fulfilling the total of the rights [22; 41; 46]. However, despite a high level of life, this trend occurs in economically developed countries too [13; 14; 53]. Thus, the principal thrust of the concepts of childhood, given their integration into social and cultural context, implies **a rights-based approach** as its fundamental basis.

The importance of such an approach for social sciences and humanities is due to the interest of researchers and practitioners responsible for studying and accompanying child`s development in highlighting global initiatives and national specifics of children's rights. The studies in this field provide a comprehensive vision of the problems of children's rights in the regions of the world and a better understanding of the dyadic relations "childhood world - adult world".

Children's rights, children's welfare, health and survival concepts

The need to explore new contexts of child`s development in a changing world has led to a significant increase in the efforts to measure and monitor the situations with children, their rights, and describe and analyze the conditions of their development.

Introduced in the international political and social projects and initiatives in the 1970s as a response to social challenges of reduced quality of children's life and included into a broader social context of the "status / position of children", the "children's welfare" conceptual object gets extensive coverage in the content of annual reports by UNICEF about the position of children in the world (The State of the World's Children, 1980-2017) [94; 99; 102], reports by OECD, Doing Better for Children, 2009 [90] and WHO World health statistics (2005-2018) [104], as well as the National reports on position of children and families having children, protection of their health [64; 106].

The concept "children's welfare" was included into the research field of interdisciplinary research in response to the social challenges related to the need to monitor the quality of life and children's health. It has gained a wide scientific basis in connection with the ability to describe the totality of measured indicators used for integrated assessment of life, health, growth and children`s development and defining global targets and national action strategies attracting much attention.

The attention of politicians, public figures and specialists working with children was drawn to the statistics on social, demographic, environmental factors, the quality of children's life. At the same time, the dyad "rights of the child and children's welfare" was consolidated in science in

the corpus of studies in medical, social and humanitarian sciences. Several key research principles were established in the children's rights and children's welfare concepts. The principle of interdisciplinary research ensures a view of childhood, family, education, early development of children, healthcare, social services etc. [38] through the lens of rights of the child. The ideology of cultural context demands from a researcher to take a position of "going beyond direct information" (the idea was voiced by J. Bruner (1986) in relation to cognition psychology studies) [9]. Davidson, Moore & Rosenberg (2001) believe that using this principle as applied to children's welfare means the welfare and rights of children (the authors mean the United States) cannot be determined by their parents unilaterally but have to be studied in a broad social context. The resources principle relies on the idea about the potential of rights of the child as a condition for describing children's welfare [17] and determining the standards thereof [27]. Agency is described by studying the individual subject psychological constituent of children's rights (subjective welfare) in relation to the way children perceive them and the ideas about their own rights, rights of the others, ways of evaluating themselves and their opportunities the children may have. Proceeding from this principle and rights of the child to voice his or her opinion and to participate, researchers obtain information from children that is important for evaluating the children's welfare and well-being [26]. E.g. the fulfillment of the right for participation is studied by surveys of children [3; 12]. Surveys of children and adolescents, together with Ecomap drawings and accompanying narratives (PPWBGproject), are also used as a tool for measuring and evaluating their subjective psychological welfare in the global and cross-cultural outlook [30; 34].

The data available in literature on children's welfare and children's rights takes a researcher to a new qualitative level of studying life-supporting (objective) factors of welfare and their subjective representation - the perception of own well-being. The decisive role in their study is taken by the subjective (psychological) well-being inseparably connected with the experiencing and understanding of their rights by the children themselves.

"Excluded and invisible children" rights-based concepts

Social and cultural background of childhood and the corresponding to it notions in science characterized children as individuals having no clear age, with the upper age limit blurred. The adoption of CRC formalized in law the upper age limit for the notions of "children" and "child". Accordingly, in relation to children's rights, the scientific discourse has got the opportunity to

differentiate and categorize individual groups of children. So, categories of children having equal rights regardless of their sex, age, gender, linguistic, racial, ethnic, national, civic, and social belonging, religious, political and sexual orientation [19] got into the scope of science. At the same time, for example, the categories of "infants" (children) and "minors" (adolescents) [66] are established in the Russian law in relation to the children's rights, providing some emphasis for the age-related stigmatization and to a considerable extent – for subordination of adults' rights and children's rights, i.e. human rights vs. child rights.

Another important achievement is the opportunity to study the least advantaged children through the lens of children's rights. In terms of ideas, this conceptual approach ensures fulfilling one of the key principles of "leaving no one behind", which will strengthen efforts to ensure that all people have equal opportunities and to reach the most vulnerable and marginalized [89]. Owing to the content of CRC [85], specialized optional protocols thereto concerning the rights of individual categories of children [86-87], analytical reports by UNICEF on the status of children in the world [91-93; 95-98; 100-103], the following "excluded and invisible children" have been objectified for science and researchers: illness child; children with HIV and AIDS; mentally or physically disabled children; abducted children used for sale, traffic, prostitution and pornography; children used for of sexual exploitation and sexual abuse; children involvement in armed conflict; children using narcotic drugs and psychotropic substances; children deprived of liberty. A large corpus of works conceptualizes the important classes of problems in protection and defense of children's rights: children being at a difficult life situation, the most vulnerable categories of children, ones being discriminated, ones having not only their rights and liberties limited but also deprived of basic needs; those at risk of violence (physical, sexual, psychological), and various forms of exploitation (labor and sexual slavery, prostitution, forced participation in acts of terrorism). For example, these are the studies dedicated to girls' rights [5], [78]; rights of children with disabilities [40; 79]; violence against children, child abuse in the family [42; 54; 74; 84]; refugee and migrants children [55; 63]; children having no parental custody; children separated from parents [71; 76]; children living in urban slums and having no access to main services [100]; street children [8; 61; 67]; urban children poverty [21]; children with deviant behavior [35; 83]; children during war, preventing and alleviating the suffering of children in armed conflict [31; 75; 90]; children deprived of liberty [32; 60].

Thus, in the rights-based concepts of "Excluded and invisible children", the priorities are shown for involving all categories of children into the scientific discourse, and, therefore, their tangibility and importance for the society in general.

Such studies are especially acute and demanded due to the objective factors of decline in the development rate indicators, increase in the number of deviations, addictions, depressive disorders in the children's and youth environment, and the rise of new social risks that adversely affect socialization, social adaptation of children and adolescents, and their personal development. The contribution of the children's rights-based concepts "Excluded and invisible children" represented in numerous works within these categories is comparable to the possibilities of researching the rights and freedoms of socially stigmatized and marginalized children, adolescents and young people, as well as developing strategies to reduce the risk of social exclusion.

Concepts treating rights of the child as a legal socialization and legal culture institution

Holding an important status in developmental psychology due to its detailing the opportunities for children to learn the social experience through institutions of family, upbringing, and education, the category of socialization as applied to the children's rights sphere is studied here as legal socialization [25; 56; 59; 84]. The general ideology of the legal socialization and legal culture concepts is associated with analyzing the total of external (objective) factors – the institutions of legal socialization, values and standards of the society – and the internal (subjective) ones – moral reference points and attitudes to observance / non-observance of law and legal standards, the presence or absence of interest in getting the knowledge about the sphere of the law, and personal experience of interaction with the legal sphere. In particular, while for sociology, it is the system of external factors that matters first and foremost, psychology focuses its interests on the internal (psychological) ones. June L. Tapp (1971) who worked out the "cognitive theory of legal development" discusses the behavior of an individual interacting with law and legal standards that are of crucial importance for maintenance of social system [47]. In the concept of C. Kourilsky-Augeven (2007), legal socialization is considered in connection with shaping the legal images of the world at the early and teen age that make up the deep foundation of the children and adolescents' ideas about law in the adult life. As for the elements of law being the object of social ideas, in the concepts of ideas about rights, they study vertical relationships between individual and law standards and horizontal relationships

between participants of legal relations [28]. Mchedlova (2006) considers legal socialization as the way one sees oneself, one's place in the country, the place of one's country in the world and the way one sees the very world [72]. Popandopulo (2015) believes that the basis of legal socialization as a process of introducing man to the system of legal standards is made up by public behavior attitudes within the social practices children have and by the prevailing in the society paragons – references of legal and unlawful behavior for individual children [73]. The concepts of traditional socialization institutions (these being family, mass information media, education, the company of peers) that are being developed in psychology and other social sciences are made more precise and specific in relation to children's rights. For instance, the company of peers is also studied both from the viewpoint of particular groups of segregated children and adolescents – victim children, vulnerable children, physically and socially deprived ones, homeless ones [25; 52], socially encapsulated children of migrants, forced migrants, serving their sentences etc. – and from the viewpoint of children's, adolescents' and young people's communities. These include socialized, normal, peer-oriented delinquent ones (as defined by A. Bandura), communities tending to asocial behavior forms [39], the most vulnerable to violation of their rights, striving to be heard [15; 16; 50], and ones tending to experiment in their relations with law. In their turn, the concepts studying totalitarian gangs of children and youth, the most aggressive network-based communities describe the opportunities to organize both the research in phenomenology of destructive groups willing to support delinquent behavior of adolescents and their cynicism towards the system of law [37] and the research of special social institutions and tools for prevention of wrongdoings and unlawful conduct, shaping the supporting values and positive attitudes [51].

The legal culture concepts emphasize the importance of understanding legal ideology and legal (judicial) psychology, too. The legal culture concept from the point of disciplinary affiliation, refers primarily to the theory of law and correlates with such legal categories as law, legal consciousness, legal behavior, legal education and legal socialization. According to S. Boshno (2016), the legal culture notion contains a system of ideas, positive legal feelings, and human creative activity in the sphere of law [6]. In the legal culture concepts, actual practices of shaping the legal culture and legal behavior competencies (those in protecting one's rights included) are considered. From the point of examining children's rights in a broader perspective,

it seems acute for psychology and social sciences to study traditional institutions of socialization and peculiarities of socialization through the understanding of own rights, freedoms and duties.

The concepts of awareness-raising and education in human / children's rights

The UN global initiative for education in human rights / rights of the child [18; 105]; and the experience of international projects in this area [7; 11; 20] have subordinated the scientific approaches within the dyad of social vs. individual. On the one hand, the research domain includes questions of integrating education and law [65]; education in human rights being inbuilt into political systems, as well as its dependence on social and cultural factors and contribution into the achievement of peaceful, stable, inclusive societies. The concepts of harmonization of social and legal relationships and protection of children's rights [45] can be viewed individually. On the other hand, it is first of all the individual psychological importance of human-rights education in the separate personal qualities being shaped – personal autonomy sense, tolerance to rights of the others, being interested in equal fulfillment of one's own rights and rights of the others [49] – that is shown through the conceptual objects of "legal awareness" [48], "knowledge about the law" [68], "legal consciousness" [82] in the concepts of education in human rights. As a separate trend within this one, the concepts of legal culture and legal behavior are being developed that rely on preventing and deterring technologies and tools concerning juvenile delinquency [77], maintaining law and order among the young people [57], and mitigating the consequences of abuse situations [4].

The primacy of specially organized education in human rights according to the UN Declaration "On education and training in human rights" (2011) and documents of the European Union are the starting point for building the concepts of school education in the human rights/rights of the child [88]. In the cross-cultural concepts, examples are given of various aspects of the EDC/HRE curriculum process: the development phase (Australia); key competences (Colombia); EDC/HRE in decentralized education systems (Finland); and education authorities partnering with external actors (South Africa). The concepts of children's rights-based school education emphasize the priorities of content-related, methodological and instrumental principles of introducing the questions of the rights of the child into school curricula and textbooks [90]; of broad public knowledge and awareness about children's rights, in particular, "informing the public about rights of the child", information and methodological support of the children's rights-based school education.

Traditionally, the study of the child`s rights in educational sciences is associated with the formation of legal competence and the culture of students; development of the content and methods of legal education and education of children. Psychology focuses on the personal determinants of the child`s rights, recognizing their social standards. The field of human rights is considered in psychology as a social environment, providing each subject of the rights with the opportunity for self-realization, personal autonomy, freedom to interact with others based on the respect and recognition of their rights.

The angle at which the rights of the child and their enforcement are considered in the concepts under study relies on analyzing social and legal trends that are getting established in the contemporary society – a greater understanding of the necessity of recognizing the child as the subject of rights and liabilities and organizing education in the sphere of human rights for children [70]. In the concepts of education in children's rights, educational risks are detailed separately: the difficulties in implementing ideas of children's rights at the micro-level, first of all in the family and at school [81].

The adoption of the Convention on the Rights of the Child (1989) changed the paradigm of working with children in connection with the realization of their right to participate in decision-making matters relating to their lives. Basically, participation of children in such decisions is possible, provided that this right is recognized by adults. A prerequisite for matching these ideas with the reality is human rights education specially organized by adults.

Conclusion

The substance and subject field of research in rights of the child outlined in the five concepts in social sciences and humanities ensures an integral idea about the legal and social status of childhood included into a broad social and cultural context; about the children's welfare, health and survival; legal socialization and legal culture; the rights of excluded and invisible children; awareness raising and education in the human / children's rights.

While making contribution to healthcare, education, and social assistance to families and children (alongside with social and humanitarian sciences), finding out the conceptual framework of studies through analyzing the interrelation of the "children's rights" category with other categories employed by social and humanitarian sciences – such as children, childhood, Child-Adult relationships, children's welfare, – and the key concepts outlined by the author

promote the social and political initiatives of ensuring the children's interests in the global outlook.

These two areas - conceptualization of the conceptual apparatus and identification of key research areas on the child's rights in the social sciences and humanities are of theoretical interest and importance for the actualization of modern strategies for researching children's rights as well as for analyzing international and national experience in this area, comparative research. Practical significance of the study is related to the realized initiatives at the international and national levels in support of civic education that are viewed from the perspective of social sciences and humanities when defining the developing, socializing status of the child's rights as a condition and means of development. In the methodical and organizational terms, the research results can be used when designing educational programs, technologies and methods of human rights education.

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Annex 1

Methodological framework of the research (List of sources)

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