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A STUDY OF SOCIAL FACTORS INFLUENCING THE EFFECTIVENESS OF THE EDUCATION SYSTEM IN INTERNATIONAL ASSESSMENT STUDIES

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ABSTRACT
This article examines the effectiveness of the education system and the social factors influencing students' academic success. Based on an analysis of scientific literature, the study explores parents' attitudes toward education, as well as the pedagogical aspects, content, forms, and specific characteristics of developing an educational environment within the family. The development of an educational environment in the family is primarily characterized by the formation of parents' positive attitudes toward education. In international assessment studies, these social aspects are studied as distinct and significant factors.
KEYWORDS: *International Assessment Studies, Educational Effectiveness, Key Competencies, Family Educational Environment, Social Skills, Parental Initiative And Engagement.*

International assessment studies determine the existing and necessary state of socio-economic development and human capital development by linking them to the level of formation of key competencies among students of general education institutions, as well as to the socio-pedagogical aspects of their education. Key competencies can also be interpreted as a social norm; this concept characterizes the integration of knowledge, skills, and abilities required for a learner to live independently in everyday practical activities. In pedagogical practice, the effectiveness of implementing international experience into the national education system is closely related to the study of social development trends in society and to the planning of educational reforms with due consideration of these aspects.

As is known, Chapter 3 of the Law "On Education" emphasizes that the participants in the educational and upbringing process include learners, parents or other legal representatives of underage learners, pedagogical staff, and their representatives. In addition, this law defines the fundamental principles of education. These include recognition of the priority of education; prohibition of discrimination in the field of education; ensuring equal opportunities for access to education; integration of national and universal values into education and upbringing; continuity and consistency of education; and lifelong learning. These principles reflect the socio-pedagogical aspects of education. Furthermore, Article 5 of the Law "On Education" states that "everyone is guaranteed equal rights to education regardless of gender, race, nationality, language, religion, social origin, beliefs, or personal and social status." [1].

Education is not only the process of teaching students something, but also of providing them with the necessary opportunities that help them move forward with confidence in an increasingly complex and rapidly changing world. [6.49] . In order to improve the quality and effectiveness of education, it is of great importance to study advanced foreign experience, introduce international standards, conduct comparative analysis of the existing system, and improve the national assessment system in line with the demands of the times. [7. 21].

Parental support for their children, as well as the development of an educational environment and relationships within the family, plays an important role in enhancing the effectiveness of teachers' professional activities and in creating a positive learning environment in the classroom. Supporting teachers' job satisfaction is a key factor in retaining highly qualified teachers in schools. Social factors such as collaboration and mutual support, a positive social climate within the school, and strong leadership skills are crucial for teachers' job satisfaction and for retaining them in their workplaces.

In his dissertation research, R. Sh. Akhlidinov emphasizes that the school is, above all, a social institution. [2. 48]. Like other social organizations, the school is a fully developed and complex system that maintains active interaction with the external environment (in this sense, such systems are referred to as open systems). [2. 52]. The school is part of broader educational systems that consist of local, regional, and national educational

complexes. At the same time, the school is a component of the overall social system, and its vital activity largely depends on influences coming from the surrounding environment. However, the school's relationship with the external environment is not one-sided but two-way, and the school has a degree of freedom in choosing how to respond to external influences.

- A state of passive adaptability, in which the school merely attempts to keep up with changes and demands of the external environment;
- A state of active adaptability, characterized by analyzing changes in the external environment and social demands and anticipating real changes in advance;
- A state in which the school is able to exert its own influence on the environment, functioning simultaneously as an adaptive system (in relation to the environment) and as a shaping system (subordinating the environment to its own needs). [2. 53].

International assessment studies identify the current and necessary state of socio-economic development and the level of human capital development by linking them to the degree to which key competencies are formed among students of general education institutions, as well as to the socio-pedagogical aspects of their learning. Key competencies may also be interpreted as a social norm; this concept characterizes the integration of knowledge, skills, and abilities required for a learner to lead an independent life in everyday practical activities. In pedagogical practice, the effectiveness of adapting international experience to the national education system is closely connected with the study of social development trends in society and with planning educational reforms that take these factors into account.

In addition, international assessment studies widely use the concept of "students' academic success," which reflects a learner's ability to apply educational content in preparation for independent life. The social aspects of ensuring students' academic success are evaluated on the basis of scientifically grounded criteria. These criteria include:

- The Student's social background;
- The Extent to which the importance of education in one's life is understood;
- The Effectiveness of the "school–family cooperation mechanism";
- The Level of development of educational values within families;
- The Availability of social, academic, and cultural resources and the extent to which they are utilized.

One of the main problems related to the educational environment within families is the insufficient development of parents' pedagogical competencies, as well as the absence, scarcity, or low quality of professional educational programs in society focused on child upbringing and education. As a result, parents often attempt to obtain the information they need through the internet or by exchanging experiences with acquaintances. Another issue is that information specifically aimed at developing the educational environment in the family is encountered less frequently than information focused on improving the general upbringing environment. The development of parents' pedagogical competencies requires an institutional and professional approach.

Family structures in society are undergoing changes. People's socio-economic and cultural needs are also evolving, which leads to increasingly individualized lifestyles. Today, the process of generational change is accelerating, and patterns of thinking are also transforming. Current school-age children largely belong to Generation Z and Generation Alpha. At the same time, the functional responsibilities and social accountability of schools in providing education and upbringing to students are increasing year by year. Moreover, the introduction of international assessment studies into the education system indicates that societal demands for education and its quality are steadily growing.

Research shows that numerous challenges still exist in strengthening cooperation between families and schools. [4; 266]. The core of the problem is primarily characterized by a lack of interest in cooperation on the part of parents or teachers. In their studies, Otterpohl and Wild draw a firm conclusion that successful cooperation requires all participants to share a common understanding of the concept of "cooperation." In this context, the perceptions of cooperation held by parents, school administration, and teachers differ fundamentally from one another. Participation in extracurricular activities and a limited number of meetings organized when necessary may be regarded as forms of basic partnership. However, this requires a process of communicative coordination, through which it should be clarified—via dialogue and negotiation—what parent–school cooperation should actually look like and how it should be implemented in practice. [5; 293].

- The pedagogical necessity of implementing international assessment studies in the national education system is manifested in the following aspects: the ability to make comparisons, exchange of advanced experiences, acceleration of reforms, access to scientific and empirical data, transparency, and accountability.
- By evaluating the academic achievements of students in general education institutions based on

international and national studies, it is possible to achieve the following:

- Obtain timely information on the strengths and weaknesses of the national education system;
- Analyze the impact of measures and programs implemented within the education system;
- Improve the quality of education and strengthen the country's reputation on an international scale;
- Understand the extent to which students' knowledge, abilities, and literacy are developed and compare them internationally;
- Gain insight into the differences between teaching methods used in national schools and those in other countries;
- Obtain information on how literacy development lessons are organized in schools;
- Assess the contributions of parents in improving students' knowledge and literacy;
- Evaluate students' performance across subjects, and conduct in-depth analysis of educational processes both globally and in each individual country;
- Introduce modern, competency-based approaches that provide a new perspective on education quality and effectiveness, allowing the assessment and development of students' ability to apply knowledge in real-life situations, as well as their creative and logical thinking skills;
- Create opportunities to obtain essential information for making strategic decisions that lead to fundamental reforms and transformations within the system.
- The purpose of international assessment studies is to provide participating countries, as well as ministries and agencies responsible for education, with necessary information to answer the following questions:
- Are students adequately prepared at the end of compulsory education to take an active civic role in a democratic society?
- Do students have the skills to analyze, justify, and communicate their ideas and concepts?
- Are students receiving education in school in accordance with the current labor market demands?
- Do students meet the requirements of the "lifelong learning" concept? [3;9].

International assessment studies necessitate that national state education standards be developed based on a competency-based didactic approach. The competency-based approach considered in assessment studies is largely oriented toward the expectations of society and the labor market, emphasizing the formation of "active members of society," "future specialists," and "individuals with mature practical-life competencies." The Organisation for Economic Co-operation and Development (OECD) continuously monitors the labor market's demand for human resources and their quality. These labor market requirements have historically shaped the goals of education. Since the labor market directly "orders" the specialists needed from the education system, it has influenced the demand for certain competencies among graduates. In turn, the education system has adapted to these requirements, integrating them into national education standards. The organization of the learning process, its content, the methods used, and the didactics of subjects are all aligned with the competencies demanded by the labor market.

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