

# Study Of Social And Pedagogical Factors In International Evaluation Research

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**Abstract:** In the countries participating in the international evaluation studies, the issue of researching the success of students in education is given wide attention. The success of students in education depends on such factors as the educational process, educational programs, methods, educational literature in secondary schools. Also, the proof that socio-pedagogical factors, such as the students' family conditions, the educational environment in their families, and their parents' attitude towards education are of decisive importance, is reflected in scientific research.

**Key words:** international assessment research, pedagogical research, family, parents, educational environment, school.

## INTRODUCTION

Nowadays, in our republic, the relevance of socio-pedagogical tasks such as improving the content of national education, reforming school education, preparing students for independent life, and forming the skills necessary for their success is becoming increasingly urgent. For this, from a pedagogical point of view, it is necessary to carry out reforms to improve curricula, textbooks, teaching methods, and the system for assessing educational results based on modern requirements, while from a social point of view, issues such as increasing the importance of the family institution in ensuring students' educational success and strengthening school-family cooperation are becoming relevant.

The results of international assessment studies and their scientific analysis in different countries clearly show that the social background of students is closely related to their educational success, and the effectiveness of the national education system requires taking into account its social aspects and constantly studying social issues along with problems related to the education system. The fact is that the causes of social inequality in education are diverse and complex concepts. Education policy in the field of the national education system is important in solving such social issues, but it cannot be the only solution to solving all social problems. Social problems related to education are being solved by studying issues such as cooperation of general education schools with other institutions of society, training and professional development of teachers, distribution of economic resources in society and financing of education, raising the importance of education to the level of values. Ministries and departments in the field of education should not be considered as a single institution that solves all educational problems.

## LITERATURE REVIEW

Numerous pedagogical and empirical studies confirm that the process of socialization in the family is one of the largest factors affecting children's achievements. The pedagogical scientist B. Fraser, based on the TIMSS study, came to the following conclusion: 20-25% of the difference in the performance of students on the tasks given in the study is explained by the social background of the students' families [1]. It is possible to understand that the importance of the family in ensuring the effectiveness of the education system is no less important than the importance of issues such as the material and technical base of secondary schools, the qualifications of teachers, or the independence of school management. Another scientific study found that two-thirds of students' academic performance is related to family factors, and one-third to school factors. The results of these two scientific studies give rise to many controversial opinions. In particular, it demonstrates that discussing questions about what a "quality" school system should be like, the causes and consequences of the current state of parental attitudes toward education, is a socio-pedagogical necessity.

Although there is a common perception in society that the educational success of students depends on public schools, international evaluation studies and scientific studies show that the role of the family and parents is more important. Scientific studies show that the role of the family and parents has not changed over time. In the 1960s, Coleman et al.'s "Equality of Opportunity in Education"[2] and Plowden's 1967 "Children and Their Primary Schools"[3] studies show that the proper organization of educational activities in the family and the social, cultural and academic resources in the family are important. These studies indicate that almost 50% of the educational success of students falls on the family. Another scientific study emphasizes that the influence of family conditions on children's education is greater than the influence of school, teachers, educational and methodological processes. The conducted scientific study emphasizes that the support of students from the family has a greater influence than their genetic characteristics [4]. The results of the study lead to the conclusion that students' educational success should not be strictly linked to genetic characteristics.

A generalized scientific study on the evaluation of family, preschool and school on the development and educational success of a child was conducted in 2005 by Titze, Rossbach and Grener [5]. This study investigated the fact that the influence of preschool education on the development of a child is less than the influence of the family environment. The fact that the variance in the child's development before entering school ranges from 6.3% to 21.9% is explained by the influence of the educational environment in the family. From 3.6% to 8.4% is due to the contribution of the preschool educational organization. The share of the family and school in the child's development remains almost unchanged in primary education and at the end of the second grade.

Various research methods are used to assess the educational success of students and identify the factors affecting it. Since such research methods have been considered a comparative method, school and homeschooling have been studied comparatively. Students who study in homeschooling conditions have equal educational success with their peers studying in school, and according to some results, the advantages of homeschooling are clearly noticeable. Scientific research shows that the decision to homeschool is primarily made by intelligent parents, who are financially independent, have a high level of "parental competence", and are role models for their children in all aspects [6].

Students who attend traditional schools and those who are homeschooled are statistically equally likely to continue their education in higher education institutions [7]. Another study compared the development of social competences between traditional school students and those who are homeschooled. It was shown that the development of social competences in homeschooled students was satisfactory. Although these students did not communicate with their peers, they did not have any problematic situations when communicating with people of different ages. They also accumulated communication and social experience as a result of interacting with people with similar thoughts and worldviews [8]. For several years, a new tradition has been developing in the United States of America. Many parents do not send their children to school, but homeschooling is becoming more popular. According to the National Institute of Education, 5.56% (3.1 million) of school-age students in the United States were homeschooled in the 2021-2022 school year [9]. It is also estimated that this number is increasing year by year and is between 7% and 15%.

Only when education and upbringing are valued in families can the comprehensive development of children in the family be achieved. Although upbringing is valued in many families, education is sometimes neglected. This causes problems in the development of the child's language, mental development, and positive attitude towards learning. As a result, their motivation to strive for reading (literacy) and achieve positive results through education decreases. The table below lists the types of activities aimed at developing the educational function of the family proposed by the educational scientist Textor [10].

1. Language and communication development. Increasing the content and quality of communication between parents and children (the ability to correctly use and explain words and terms used in communication, to explain their importance in scientific, life-practical activities).
2. Developing initial scientific concepts about the environment. Supporting children in studying the world, the environment, understanding it, and establishing social relationships in society.
3. Personal development. Playing educational and educational games in the family, teaching reading, reading aloud to children from an early age, conducting small experiments at home, watching movies together, talking about books, TV series, books, science or politics.

4. Forming a positive attitude towards reading based on the principle of "reading throughout life." To develop a positive attitude towards preschool and school readiness by encouraging children to learn and achieve.
5. Support in socio-emotional and career guidance. Regular communication about what is happening at school and in the classroom, support in preparing homework, regular discussions about future plans and support in implementing them.
6. Ensuring continuous development. Constant communication with other parents and teachers, constant communication and support with extracurricular institutions to meet the additional educational needs of their child.

The above types of activities require the development of special courses to develop the educational environment in the family and increase the educational function of parents. Such courses are of great importance for parents in the first six years of a child's development. During this period, the child prepares for school and is an important period for cognitive, motor, sensory-emotional development. Such special courses play a significant role in developing the "parental competence" of young parents. Young parents do not have a satisfactory level of theoretical knowledge and skills in organizing the educational and upbringing activities of their child in the family.

### **RESEARCH METHODOLOGY**

International assessment studies are wide-ranging and provide participating countries with statistical data for conducting numerous scientific studies on the basis of national education. It can be observed from the methodology of scientific research that the comparative method is widely used. The method of mathematical and statistical analysis is also widespread. Literature analysis serves as the basis for formulating scientific conclusions based on the study of existing reports, regulatory documents, and scientific research in this area. The low level of students' educational success is explained by the insufficient resolution of problems related to the national education system and family cooperation. This issue should be formulated as a political goal of the national education system. It is also associated with the effective implementation of targeted measures of municipal policy, taking into account the fact that the development of families in society is largely dependent on the region in which the family is located. In general, it is necessary to develop nationwide programs for the development of the educational and educational function of the family in cooperation with the national education system, local self-government systems and pedagogical scientists. Assistance in the process of education and upbringing in the family is carried out by regional family work institutions, adult education centers, youth centers, kindergartens, schools, and religious organizations. Pedagogical observations show a tendency in almost all countries of the world to spend extracurricular time in institutions other than the family.

On the other hand, the fact that parents spend most of their time working and devote little time to their children is posing new challenges to the education system. Effective organization of children and adolescents' free time and thereby ensuring their success in education is among the tasks that must be solved at the level of state policy. In particular, these include preparing homework after the main lessons in schools and organizing additional classes based on a specific program, training professional staff for this purpose, and developing family support programs and projects based on the situation of all families in the region.

### **ANALYSIS AND RESULTS**

In the family environment, parents are intensively involved in the development of their children from the earliest years. Although all children have almost the same level of mental development at the time of admission to school, the difference in their motivation for learning is significantly large. A child who grows up in a positive educational environment formed in the family easily adapts to the educational environment at school and is supported by the teacher. The fact that a child who grows up in a family where the educational environment is not satisfactorily formed has insufficient motivation for learning compared to his peers requires individual support from the teacher. The difference in the positive attitude towards education in the families of students in the classroom is explained by the difference in their assimilation and success over the years [11]. In adolescence, the differences in the knowledge and abilities of students increase and become more pronounced. The "weakness of the educational environment" in families is assessed as a factor related to the financial, socio-economic capital of the family[12].

The PISA international assessment study extensively studies social factors that affect the educational success of students. It has been shown that the probability of continuing their studies in higher education is four times higher than that of their peers whose parents have not graduated from higher education. Another important aspect is that students who have achieved the best results at school, but whose parents do not have higher education, have difficulty in making a successful career in life after completing school, and do not consider themselves worthy of high results, such as socio-psychological aspects, which were analyzed in the scientific study. Also, the lack of knowledge of the education system and legislation of parents causes the educational failure of their children.

## CONCLUSION

In the era of globalization, each country can remain competitive only if it can fully utilize the cognitive resources of the younger generation. At the same time, the purposeful direction of the abilities and talents of students and their transformation into active citizens in society should be reflected as a national task. From this point of view, the role of the family is characterized by two aspects: families should be systematically supported; it is necessary to form a system that professionally supports the education and upbringing of children in the family.

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