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INTELLECTUAL MIGRATION (A CASE STUDY OF UZBEK STUDENTS TRAVELING TO SOUTH KOREA FOR EDUCATIONAL PURPOSES)

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Abstract: *This study analyzes intellectual migration using the example of Uzbek students studying in South Korea. Key motivations are highlighted, including high-quality education, opportunities to study and work simultaneously, favorable career prospects, and challenges associated with linguistic and cultural adaptation. The results emphasize that educational migration contributes to the intellectual development of Uzbek youth and strengthens educational cooperation between Uzbekistan and South Korea.*

Keywords: *Intellectual migration; educational migration; Uzbek students; South Korea; higher education; academic mobility; socio-cultural adaptation; diaspora networks; international educational cooperation.*

ИНТЕЛЛЕКТУАЛЬНАЯ МИГРАЦИЯ (ИССЛЕДОВАНИЕ НА ПРИМЕРЕ УЗБЕКСКИХ СТУДЕНТОВ, ВЫЕЗЖАЮЩИХ В ЮЖНУЮ КОРЕЮ С ЦЕЛЬЮ ОБУЧЕНИЯ)

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Аннотация: В данном исследовании анализируется интеллектуальная миграция на примере узбекских студентов, обучающихся в Южной Корее. Выделены ключевые мотивы, включая высококачественное образование, возможности одновременно учиться и работать, благоприятные карьерные перспективы, а также проблемы, связанные с языковой и культурной адаптацией. Результаты подчеркивают, что образовательная миграция способствует интеллектуальному развитию узбекской молодежи и укрепляет образовательное сотрудничество между Узбекистаном и Южной Кореей.

Ключевые слова: Интеллектуальная миграция; образовательная миграция; узбекские студенты; Южная Корея; высшее образование; академическая мобильность; социально-культурная адаптация; диаспорные сети; международное образовательное сотрудничество.

Introduction. The relevance of this thesis lies in the fact that educational migration is a complex process closely linked not only to academic mobility but also to social adaptation, cultural integration, economic security, and the formation of a diaspora. The experience of Uzbek students studying in the Republic of Korea provides an opportunity for an empirical analysis of these processes.

Purpose and objectives of the study. The primary objective of the study is to identify factors shaping the educational migration of Uzbek students traveling to the Republic of Korea for education, as well as to analyze the mechanisms of their socio-cultural adaptation and the stages of institutional development of this process. To achieve this goal, the following objectives were defined: analyze the historical stages of educational migration to the Republic of Korea; identify the main motives for student migration; highlight

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the processes of socio-cultural adaptation of Uzbek students; assess the institutional significance of interstate cooperation in education.

Research methodology. The study utilized historical-comparative and systemic analysis methods, descriptive analysis of statistical data, and interviews conducted during fieldwork. Official documents and academic research on cooperation between the Republic of Korea and the Republic of Uzbekistan in education were also analysed..

Stages of educational migration to the republic of korea. After the Republic of Uzbekistan gained independence in 1991, diplomatic and cultural ties with South Korea gradually developed. In the 1990s, the number of Uzbek students studying in Korea was small, but it was this generation that laid the initial institutional foundation for student migration. By mastering the Korean language, adapting to the academic environment, and independently solving everyday problems, they created the preconditions for subsequent generations of students. Since the early 2000s, cooperation in education has entered a new phase. Thanks to the Global Korea Scholarship (GKS¹), KOICA², and Korea Foundation programs³, educational opportunities for Uzbek youth have significantly expanded. As a result, the number of Uzbek students studying at universities in the Republic of Korea has steadily increased.

Motivations for student migration. According to sources, a number of factors motivate Uzbek students to choose the Republic of Korea. A key motivator is trust in the quality of education, as Korea's higher education system is characterized by a high level of technological development, an innovative environment, and a strong position in international rankings. A second important motivating factor is the opportunity to combine study with work. Students often take on temporary work to cover living expenses.

¹ https://www.mofa.go.kr/kh-en/brd/m_25856/view.do?seq=66

² <https://www.greenpolicyplatform.org/organization/korea-international-cooperation-agency-koica>

³ <https://fundit.fr/en/calls/korea-foundation-fellowship-field-research-program>

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Furthermore, Korea's safe social environment, the opportunity to gain global experience, and favorable prospects for further professional development are cited as significant factors⁴.

Sociocultural adaptation and the diaspora factor. Uzbek students studying in the Republic of Korea face difficulties during their first years due to the language barrier, high academic workload, and cultural differences. With limited official adaptation programs, they developed mutual support mechanisms, leading to the emergence of informal student communities, cultural clubs, and diaspora networks. The joint celebration of Navruz, Ramadan, Eid al-Adha, and Independence Day contributed to the preservation of national identity and the strengthening of social cohesion among students. At the same time, while adapting to Korean society, students gained bilateral cultural experience, leading to the formation of a transnational identity⁵.

Educational migration during the pandemic. The COVID-19 pandemic has become a significant turning point in the lives of Uzbek students in the Republic of Korea⁶. The closure of borders and the transition to online learning have caused both academic and psychological difficulties. At the same time, the development of distance learning, the activation of diaspora networks online, and the strengthening of mutual support mechanisms have contributed to the formation of new adaptation strategies⁷.

Conclusion. It should be noted that educational migration to the Republic of Korea is an important factor in enhancing the intellectual potential of Uzbek youth, acquiring international experience, and strengthening strategic cooperation between the two countries. While this process initially emerged

⁴ Chu, *Current Status of Human Exchanges between Korea and Central Asia*, 2020.

⁵ *Korea–Uzbekistan Cultural Relations*, Korea Foundation.

⁶ Rakhimov M., Yokubov F. Uzbekistan external migration: Key trends and directions. *Eurasian Research Journal*, 4(1), 2022, 27–47

⁷ Dos Santos L. M. The challenging experiences of international students in South Korea during the COVID-19 pandemic. 2020.

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primarily through individual initiatives, it has now become sustainable, institutional, and systemic. The study's results demonstrate that when assessing educational migration, it is necessary to consider not only quantitative indicators but also a comprehensive analysis of the social, cultural, and legal conditions created for students.

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