

MIGRATION MOVEMENTS AND THEIR SCIENTIFIC ANALYSIS

Malaxat SAIPOVA*University of Public Safety of the Republic of Uzbekistan,
Doctor of Psychologic (DSc), Associate Professor*

Abstract: This article discusses about the movement of people around the world, focusing on migration movement, which is characterized by extreme diversity. It analyzes the scientific views of scientists regarding the reasons motivating migration, psychological characteristics of a person and given authors conclusion.

Key words: world, population, person, movement, migration, reasons, term, social, approaches, movement, country, economy, funds, feature.

Since the creation of the world, both the world and all inhabitants of the Earth are in constant motion: people are born and leave this world, create a family, disperse, move from one settlement (state) to another entirely or for a certain period with different goals, different reasons, change one sphere of activity for another, move from one social group to another, and so on. All these movements form three main types of population movement: natural, migratory and social.

Among the types of population movement, the greatest diversity, which is difficult to understand and take into account, is migration movement, or more precisely, territorial movement of the population. Therefore, it would be logical to first briefly consider the basic concepts of territorial population movement, since there is still no consensus on the concept of “migration”. Since ancient times, there has been such a wise saying: “Terms are not argued about, they are agreed upon”. It can be said that approaches to the development of specific scientific concepts or practical actions to regulate them are often so contradictory that the possibility of a strictly scientific explanation of migration processes is questioned.

It is impossible to deny the influence of labor migration processes on the population, capital movement, territorial development, and the formation of the legal and political culture of society. It should also be noted that, although migration is a specific manifestation of human mobility, short-term movement from one country to another may also be associated not with the desire to live permanently or for a long time, but only with a business trip or a tourist trip. Such migrations are related to temporary or labor migration associated with regular (for example, seasonal) moving to another state for the purpose of earning and earning money. The goal of labor migration is to improve material well-being in the country of origin through money earned from working abroad. However, the ultimate goal of a “full-fledged” migrant (the individual of greatest interest to scientific psychology) is a permanent move to the

place of residence, obtaining citizenship of the new society, obtaining citizenship and the right to permanent work. Such migrants, as a rule, associate the new country with a second homeland or a place where they can compensate for a number of social and even psychological needs. The need to migrate is formed under the influence of an internal psychological impulse, persistent mental stress caused by the dissatisfaction of certain needs that cannot be overcome by standard methods due to the characteristics of the individual's psyche or environmental conditions. The source of stress can be so great that a person leaves his or her native land, despite the difficulties associated with changing their place of residence, parting with close, dear places, the parental home and the usual life. In the end, most moves are also associated with the risk of material costs and the loss of wealth remaining in the country of origin, sometimes accumulated over many years, in a more difficult social situation" [2].

Migration is a multi-stage process, distributed over time, including many different psychological aspects, at each of which a person will have to solve constantly emerging problems, respond to new psychological challenges. It can be said that migration almost never coincides with the time of actual resettlement, it begins much earlier, that is, at the stage when a person considers moving to another country as an alternative in harmony with other possible options for life. The period of choosing to move to another country is considered incredibly important for the implementation of the entire subsequent migration project, since it is when making a decision that a person forms the following four important psychological components for himself:

- 1) Definition of the "problem area, deficit" of one's own life situation, that is, what one wants to get away from or what one wants to compensate for in exchange for one's migration;
- 2) Motivational-goal field, which may also include unconscious hidden aspirations, such as consciously formulated goals and objectives inherent in a given person;
- 3) Formation of expectations, i.e. ideas about the "ideal environment" in the new country, about the combination of various desired elements or conditions;
- 4) Formation of the image of the "ideal self" in the new country, i.e. personal self-awareness and self-perception in the new life context. This is an early stage, not yet manifested by movement, but actively taking place in the Inner Sphere of a person, playing an important role in the further adaptation of the migrant. [4]

The motives for migration may be related to the satisfaction of a number of psychological needs of a person. A striking example of such migration is a person with an inferiority complex, which forms a stable impulse of internal tension associated with an increased feeling of shyness and timidity in front of other people. Those who suffer from such pain are constantly looking for their place in life, according to them, migration is the only way out of the current situation, which can become a kind of consolation in the mental state. As a rule, moving to another country does not relieve

mental stress as they expect. In the new place, exactly the same life situations arise that form the same pattern of shy behavior in front of others as in the country of origin. At the same time, this can cause high tension caused by the migrant's inability to adapt to the cultural and social environment due to moving to another country. Conversely, a migrant can significantly succeed in life by opening up to the outside world, so to speak, double his life resources, increase his psychological stability by changing his life for the better, implementing his plans and striving to achieve his goal. Among the most successful immigrants, I.V. Stalin and A. Hitler can be mentioned separately. In their homeland, these people were at a low level of their social status and could not significantly influence the opinions of others. Having moved to another country (from Australia to Europe - intercontinental migration and from Georgia to Russia - internal migration), they reached the peak of their social status [5].

Belarusian scientists L.E. Tikhonova and V.P. Pugachev note that in the context of globalization, many traditional theories explaining the nature and driving forces of international labor migration are being revised, the concepts of “migration” and “migrant” are being expanded, and more complex and flexible classifications of migration are being adopted [10].

Analyzing the formation of theoretical foundations for studying population migration in the last third of the 20th century and the beginning of the 21st century, I.V. Ivakhnyuk argues that modern methods of migration management, which are mainly aimed at limiting migration flows, thus contradict globalization, the fundamental principle of the development of society, which is openness [3].

A three-period theory of the migration process developed by S.N. Aizenshtadt in the 1950s as a result of studying Jewish immigrants in Israel and the Jewish population of Palestine. The first period is characterized by the formation of migration motivation. At this stage, a feeling of suspicion about the inadequacy of the living conditions of a potential migrant arises and deepens. Aizenshtadt emphasizes the fact that migration is the only way for migrants to improve their living conditions not only economically, but also socio-culturally and socio-psychologically. The second period involves moving to a new place of residence. The change of place of residence is accompanied by a process of socialization, social skills acquired in the previous society become irrelevant in the new society. Often the feeling of suspicion that migrants experience at the first stage only intensifies. The migrant faces the need for resocialization, assimilation of the norms and rules of the new society.

The third stage is determined by the introduction into the host society, the adaptation of immigrants to the new society and the long-term integration process. The researcher identifies three stages of this period: institutionalization of everyday social roles and public life by migrants through the acquisition of the language, norms and rules of the new society; adaptation of migrants to the conditions of the host society -

this is the procedure-principle of integration into the host society, considered by the researcher as a combination of the conditions of migrants and the host society; assimilation of migrants into the institutional environment of the host society is a procedure accompanied by the loss of migrants' ethnic identity and sense of belonging to a single ethnocultural group. The penetration of migrants into the host society is completed after a complete change in their specific national and cultural characteristics [8].

L.A. Ruonala, O.I. Mironova Believes that the best strategy for integrating a migrant into the host society is integration in which both the migrant and society maintain identity with their group and form a new identity associated with relationships with each other. If a migrant only maintains the identity of his group and does not form a new one, he finds himself separated and segregated by the host society, which results in social tension. However, in the case of loss of identity and full acceptance of the rules of the host society, assimilation occurs, which, in turn, negatively affects the mental state of immigrants. The strategy that accompanies the migrant's loss of identity and inability to relate to the new group is known as marginalization, in which the dominant group responds by excluding the migrant from society. This strategy results in increased crime and antisocial behavior among those who invade the host society [7].

Migration activity is a special kind of problem. It is, first of all, a socio-psychological problem. Some of its aspects are studied within the framework of economics, sociology and demography. In psychology, the emphasis is on teaching adaptation to migration attitudes, migration motives, intentions and a new socio-cultural environment. Migration is considered as a way to satisfy a number of social needs, including the need for self-affirmation. The following are identified as the main indicators of the success of the socio-cultural adaptation of migrants: the establishment of positive connections with the new environment, the solution of everyday household (school, family, domestic, work) problems, participation in the social and cultural life of the host society, satisfactory mental state and adequate physical fitness, health, communication and intercultural relations, productivity and effectiveness in work activities [6].

Migration experts identify the following reasons that influence its development: socio-economic (movement of empty agricultural lands in search of work; high income; moving from the village to the city in order to change lifestyle and vice versa; high social status, etc.); avoid political – political repression, racial and religious persecution, deportation (return to homeland) due to political conditions or changes in state borders; military – evacuation and re-evacuation, deportation; ethnic (national); demographic (family reunification, migration related to marriage); often natural

conditions also play a certain role, for example, climate; environmental conditions – environmental pollution, which causes diseases and others [1].

Psychology as a science is mainly concerned with the study of similarities and differences in a number of psychological characteristics inherent in different cultures, and not with issues of psychological adaptation of people migrating between cultures. The growth of wars, economic problems, tourism and telecommunications today has led to the fact that people have begun to interact more actively at the intercultural level than ever before. Accordingly, the concept of clear group boundaries, characteristic of classical social psychology, is not reflected in the modern experience of migration [9].

In conclusion, it can be said that today, despite the fact that the migration process, which is extensive throughout the world, diverse in its causes, heterogeneous in terms of attitudes, has become the subject of research in a number of disciplines, scientific research on its edges remains relevant both as a figure of the migrant and as a migration process.

References:

1. Бреева Е.Б. Основы демографии. // Учебное пособие. – М.: Издательско-торговая корпорация «Дашков и К», 2005.
2. Гуревич К.М., Раевский А.М. Психология личности – личность как субъект психологической диагностики. Психологический журнал. 2001; Том 22, № 5
3. Ивахнюк И.В. Развитие миграционной теории в условиях глобализации. // Век глобализации, 2015. № 1 (15). С. 36-51.
4. Лупуляк П.В., Гришина Н.В. Факторы негативного самоощущения мигранта в новой стране. // Вестник Санкт-Петербургского университета. Психология, 2020. Т. 10. Вып. 2. С. 128-141.
5. Маклаков А.Г. Человек в экстремальных условиях – личностный адаптационный потенциал: его мобилизация и прогнозирование в экстремальных условиях. Психологический журнал. 2001; Том 22, № 1
6. Родионова Е.А. «Пришельцы» (Психологические аспекты миграции). // Ж.: Психология для руководителя, 2010. № 12/А(36). С. 54-57.
7. Руонала Л.А., Миронова О.И. Подходы к обучению мигрантов как фактор их успешной психологической адаптации. // Pedagogy and Psychology of Education. 2022. №. 3. Р. 78-92.
8. Савоскул М.С. Обзор теорий международной миграции населения второй половины XX в. // Ж.: Региональные исследования, 2015. № 4 (50). С. 56-65.
9. Ставропольский Ю.В. Психологические факторы международной миграции. // Наука. Культура. Общество, 2020. № 4.
10. Тихонова Л.Е., Пугачёв В.П. Трудовая миграция в Республике Беларусь: теория и практика в современных условиях. // Вестн. Полоцк. гос. ун-та. Сер. Д. Экон. и юрид. Науки, 2021. № 13. С. 89-96.

- 11.Latipovna, S. M., & Sodirzoda, S. R. (2018). Traditional and modern foreign language teaching methods. *Вопросы науки и образования*, (10 (22)), 187-190.
- 12.Saipova, M. (2023). The Results Of The Research On The Perspectives Of Family Life Of Teenagers Raised In Migrant Families. *European International Journal of Pedagogics*, 3(03), 16-20.
- 13.Saipova, M. (2023). Causes of instability of emotional experiences in modern adolescents. *Eurasian Journal of Academic Research»(ISSN: 2181-2020)*, 3(01).
- 14.Saipova, M. (2023). The Content Of The Psychologist's Work With Children Of Labor Migrants. *American Journal Of Social Sciences And Humanity Research*, 3(02), 72-76.
- 15.Малоҳат Саипова. (2023). МАЪНАВИЙ ТАРБИЯДА МИЛЛИЙ ВА ДИНИЙ ҚАДРИЯТЛАРНИНГ УЙЎНЛИГИ: МЕҲНАТ МИГРАЦИЯСИНИНГ ТАЪСИРИ МАСАЛАЛАРИ. *ACADEMIC RESEARCH IN MODERN SCIENCE*, 2(6), 81–85.
- 16.Malohat Saipova. (2022). REASONS FOR LABOR MIGRATION AND IMPACT OF THIS PROCESS ON THE FAMILY. *Open Access Repository*, 8(9), 55–58.
- 17.Latipovna, S. (2019). Psychological Correctation Opportunities of the Tendency for Machiavellianism in Pedagogue's Personality. *International Journal of Progressive Sciences and Technologies*, 14(2), 346-350.
- 18.Камилова, Н. Г., & Саипова, М. Л. (2012). Дифференцированный подход к субъекту обучения как важное условие модернизации образования в высшей школе. *Образование через всю жизнь: непрерывное образование в интересах устойчивого развития*, 10(1), 278-279.
- 19.Malohat Saipova, . (2023). THE CONTENT OF THE PSYCHOLOGIST'S WORK WITH CHILDREN OF LABOR MIGRANTS. *American Journal Of Social Sciences And Humanity Research*, 3(02), 72–76.
<https://doi.org/10.37547/ajsshr/Volume03Issue02-13>
- 20.Saipova, M. (2023). The Results Of The Research On The Perspectives Of Family Life Of Teenagers Raised In Migrant Families. *European International Journal of Pedagogics*, 3(03), 16-20.
- 21.SAIPOVA, M.(2024). MEHNAT MIGRANTLARI BO'LGAN VA BO'LMAGAN OILALARDA OILAVIY XAVOTIRNI O'RGANISH NATIJALARI. *News of the NUUZ*, 1(1.10. 1), 190-192.
- 22.Saipova, M. (2023). PROBLEMS OF DEVELOPING THE QUALITY OF SELF-CONSCIOUSNESS IN CHILDREN OF LABOR MIGRANTS. *European International Journal of Multidisciplinary Research and Management Studies*, 3(05), 72-76.
- 23.Latipovna, S. M. (2019). Psychological Correctation Opportunities of the Tendency for Machiavellianism in Pedagogue's Personality.

24. Саипова, М. (2024). РАССМОТРЕНИЕ И ИЗУЧЕНИЕ ПРОБЛЕМЫ МИГРАЦИИ В ПСИХОЛОГИИ. *Eurasian Journal of Social Sciences, Philosophy and Culture*, 4(4), 83-87.
25. Rejametova, I. (2025). HARBIY XIZMATCHILARNING OILASINI IJTIMOIIY–PSIXOLOGIK VA PEDAGOGIK MOSLASHUVIDA MUOMILA VA UNING ROLI. *Журнал Педагогики и психологии в современном образовании*, 5(1), 39-50.
26. Режаметова, Н. И. (2024). МОДИФИКАЦИОННЫЕ ПОДХОДЫ В ОБУЧЕНИИ И ПРАКТИКЕ ДОШКОЛЬНОЙ МУЗЫКАЛЬНО-ОБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ. *Science and innovation*, 3(Special Issue 31), 380-382.
27. Ikramshikovna, R. I., & Nishanbayevich, D. A. (2025). Regulatory and legal aspects of first aid in international legislation and in the republic of Uzbekistan. *The American Journal of Management and Economics Innovations*, 7(02), 7-16.
28. Режаметова, И. И., & Норбутаев, С. А. (2022). YETIM VA OTA-ONA QARAMOG‘IDAN MAHRUM BO‘LGAN BOLALARDA IJTIMOIIY KOMPETENTLIKNI RIVOJLANTIRISH. *ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ*, 5(3).
29. Rejametova, I. I. (2025). HARBIY XIZMATCHILARNING OILASINI IJTIMOIIY–PSIXOLOGIK VA PEDAGOGIK MOSLASHUVIDA MUOMILA VA AHAMIYATI. *Modern education and development*, 21(2), 67-79.
30. Ikramshikovna, R. I. (2025). BOLALARDA XULQ OG ‘ISHINI OLDINI OLISHNING PSIXOLOGIK OMILLARI. *Modern education and development*, 21(2), 45-54.
31. Rejametova, I. (2025). HARBIY XIZMATCHILARNING OILASINI IJTIMOIIY–PSIXOLOGIK VA PEDAGOGIK MOSLASHUVIDA MUOMILA VA UNING ROLI. *Журнал Педагогики и психологии в современном образовании*, 5(1), 39-50.
32. Mukhamedova, D. G., & Abdullajanova, D. S. (2020). The actuality of the gender aspect of the manager's constructive interaction in the conflicting situation. *Journal Of Critical Reviews*, 7(12), 228-231.
33. Akhmadjonova, S., & Abdullajanova, D. (2023). Socio-Psychological Features Of Family Conflict Resolution. In *Academic International Conference On Multi-Disciplinary Studies And Education* (Vol. 1, No. 6, pp. 101-108).
34. Abdullajanova, D., & Raxmonova, Z. (2020). Motivation to succeed, to avoid defeat and the impact of risk preparedness on women's activism and its socio-psychological factors. *European Journal Of Molecular And Clinical Medicine*, 7(1), 3555-3561.

35. Abdullajanova, D. S. (2023). Socio-psychological criteria for the selection and placement of personnel in management (on the example of women). *Confrencea*, 5(05), 401-411.
36. Abdullajanova, D. S. (2023). Socio-psychological criteria for the selection and placement of personnel in management (on the example of women). *Confrencea*, 5(05), 401-411.
37. Абдуллажанова, Д. С. (2023). ПРОБЛЕМЫ СОЦИАЛЬНЫХ СТЕРЕОТИПОВ В НАПРАВЛЕНИИ ЖЕНСКОЙ АКТИВНОСТИ В УПРАВЛЕНИИ. *ПСИХОЛОГИЯ XXI СТОЛЕТИЯ*.
38. Мухамедова, Д. Г., & Абдуллажанова, Д. С. (2021). СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ РАЗВИТИЯ КАДРОВОГО РЕЗЕРВА: ФОРМЫ И МЕХАНИЗМЫ ИННОВАЦИОННОЙ АКТИВНОСТИ. *BEING A MUSIC FAN: FANDOM EFFECTS ON THE PSYCHOLOGICAL WELL-BEING OF ITS PARTICIPANTS*..... 12, 187.
39. Абдулладжанова, Н. Г., Абдугафурова, Д. Г., Якубова, Р. А., Назирова, Э. Р., & Рахмонова, Г. Г. (2020). ПЕРСПЕКТИВЫ ПРИМЕНЕНИЯ ПРОТИВОВОСПАЛИТЕЛЬНЫХ ФАРМАКОЛОГИЧЕСКИХ ПРЕПАРАТОВ. *Universum: химия и биология*, (12-1 (78)), 80-84.
40. Kadirov, K. B., Mullabaeva, N. M., Abdullajanova, D. S., Kurbanovna, A. D., & Abdullaevna, B. S. (2023). A Mobbing Questionnaire In School And An Analysis Of The Results Obtained. *Journal of Higher Education Theory and Practice*, 23(4).
41. Abdullajanova, D. S. (2025). SOCIO-PSYCHOLOGICAL FACTORS OF MOTIVATION FOR SUCCESS AND THE IMPACT OF RISK ON WOMEN. *Modern education and development*, 19(1), 3-12.
42. Абдуллажанова, Д. (2024). Социальная критерия как фактор формирования психологического портрета женщин-руководителей в управленческой деятельности. *Общество и инновации*, 5(5), 85-93.
43. Abdullajonova, D. S. (2024). Social-Psychological Adaptation to the Educational Environment-As a Factor of Educational Efficiency. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 4(4), 58-60.
44. Abdullajonova, D. (2024). Sand in the image of relatives to establish education in the national spirit through races. *Science and innovation*, 3(B2), 34-39.
45. Abdullajanova, D., & Raxmonova, Z. (2020). Motivation to succeed, to avoid defeat and the impact of risk preparedness on women's activism and its socio-psychological factors. *European Journal Of Molecular And Clinical Medicine*, 7(1), 3555-3561.
46. Dilnozakhan, A., & Difuza, J. (2023). Problems of adaptation of children of primary school age to school and methods of their elimination. *Galaxy International Interdisciplinary Research Journal*, 11(2), 295-300.

47. Mukhamedova, D., Abdullajanova, D., Tukhtabekov, K., Fuzailova, G., Babadjanova, S., & Rahmonova, Z. (2019). The main directions of accounting socio-psychological characteristics of the manager of education in the process of optimizing management activities in Uzbekistan. *Journal Of Advanced Research In Dynamical And Control Systems*, 11(10 Special Issue), 1035-1038.
48. Abdullajonova, D. (2025). SOCIO-PSYCHOLOGICAL CRITERIA FOR THE FORMATION OF A PSYCHOLOGICAL PORTRAIT IN THE PREPARATION OF PERSONNEL FOR INNOVATIVE MANAGEMENT . Журнал Педагогики и психологии в современном образовании, 5(1), 21–29.
49. Abdullajonova, D. (2025). THE SOCIAL AND PSYCHOLOGICAL CHARACTERISTICS OF AN EDUCATION MANAGER IN A HIGHER MILITARY EDUCATIONAL INSTITUTION. Журнал Педагогики и психологии в современном образовании, 5(1), 30–39.