

**ACADEMIC MOTIVATION OF INTERNATIONAL STUDENTS IN MEDICAL
UNIVERSITIES OF UZBEKISTAN: FACTORS, INFLUENCES, AND
CHARACTERISTICS**

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Abstract: With the rise of international student mobility, Uzbekistan has emerged as an attractive destination for medical education. This article explores the key aspects of academic motivation among international students studying at medical universities in Uzbekistan. Special attention is given to the impact of tuition costs, living conditions, and the internal academic environment on students' motivation. Theoretical and analytical findings are presented, confirming the importance of both external and internal factors in shaping sustainable academic motivation.

Keywords: academic motivation, medical education, international students, Uzbekistan, tuition fees, educational environment.

Introduction

Modern medical education demands a high level of student engagement, discipline, and sustained motivation. In the context of the internationalization of education, studying the motivation of international students becomes particularly relevant, especially in developing countries such as Uzbekistan, which has recently become a regional hub for medical education. The aim of this article is to analyze the structure of academic motivation among international students in medical universities in Uzbekistan and to identify the key determinants that influence it.

Theoretical Background

Motivation is defined in psychological and pedagogical literature as a process that stimulates individuals to act, ensuring the direction and persistence of behavior (Bespalko, 2012). In the educational context, motivation is often divided into intrinsic (interest in the subject, self-development) and extrinsic (grades, diploma, social approval) (Ryan & Deci, 2000). For international students, additional aspects such as cultural adaptation, language barriers, and acculturation stress are also significant.

Methodology

This study is based on the analysis of theoretical sources, publications on international education, and empirical data and statistics provided by medical universities in Uzbekistan. The classification of motivational factors into internal and external components and their interaction within the educational environment served as the methodological foundation.

Results and Discussion

1. Financial Affordability as an External Motivating Factor

Tuition fees are one of the primary considerations for students choosing where to study. Medical universities in Uzbekistan offer comparatively low tuition rates while maintaining modern academic programs, making them competitive internationally (UNWTO, 2022). This allows students from low- and middle-income countries to access quality education without excessive financial burden.

2. Learning and Living Conditions

International students highlight the importance of English-language programs, safe and

comfortable living environments, affordable housing, and access to healthcare. These conditions help reduce stress levels and foster a positive attitude toward learning.

3. Internal Motivation and Professional Orientation

For many students, the primary incentive to pursue medical studies is the desire to help others, achieve professional success, and attain personal and social goals. These motivations build strong internal commitment, which is essential for mastering the demanding medical profession.

4. Role of the Educational Environment and Faculty

The academic environment and faculty support play a significant role in the motivation process. Active student engagement, practical application of knowledge, constructive feedback, and respect for cultural differences contribute to a positive and productive learning experience.

Conclusion

The motivation of international students in Uzbekistan's medical universities is shaped by a combination of factors. Affordable tuition, favorable living conditions, institutional support, and students' personal and professional goals form the foundation of sustainable academic motivation. The findings may be valuable for university administrations in developing effective strategies for student adaptation and academic support.

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