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EDUCATIONAL MIGRATION IN EURASIA: NEW TRENDS

International educational migration is becoming more intense in the modern world. The article presents the analysis of educational migration in the Eurasian space, are defined new attraction centers of educational migration in the region. Systematization of theoretical approaches to the study of this process and research of trends in migration movements allowed the author to identify the features of educational migration in the region. Significant attention is paid to the factors influencing the migration plans of students, the consequences of educational migration. Based on the analysis, a conclusion is made about the opportunities and consequences of educational migration, the fact that today there is a intense competition between the world's educational centers for attracting and retaining educational migrants. The authors pay attention to the consideration of educational migration, both from the point of view of a positive phenomenon and from the point of view of the negative phenomenon. Based on the analysis, a conclusion was made about the possibilities and consequences of educational migration, the fact that today there is a sharp competition between the world's educational centers for attracting and retaining educational migrants. The authors have identified the contribution of the countries of the Eurasia region to the formation of migration flows, and new centers for the attraction of educational migrants have been identified.

Key words: educational migration, educational migrants, education market, Eurasia, Kazakhstan.

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халықаралық қатынастар мен әлемдік экономика кафедрасы,
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Еуразиядағы білім беру көші-қоны: жаңа трендтер

Қазіргі әлемде халықаралық білім беру көші-қоны қарқынды дамуда. Мақалада еуразиялық кеңістіктегі білім беру көші-қонына талдау жасалынып, аймақтағы білім саласындағы көші-қонының жаңа үрдістері анықталған, білім беру көші-қонындағы ағымдық өзгерістерге кешенді баға берілген. Осы үрдісті зерттеудегі теориялық көзқарастарды жүйелей отырып көші-қон үрдістерін зерттеу, авторларға аймақтағы білім беру көші-қонының ерекшеліктерін анықтауға мүмкіндік берді. Мақалада студенттердің көші-қон жоспарларына әсер ететін факторларға, білім беру көші-қонының салдарына үлкен көңіл бөлінеді. Студенттердің шетелдік оқу орындарына бейімделуінің негізгі мәселелері, сондай-ақ жоғары оқу орындарында шетел студенттерін оқытуға байланысты пайда болатын проблемалар мен тез арада шешімді қажет ететін мәселелер анықталды. Көші-қон жүріс-тұрысының ерекшеліктері мен болашағы, студенттердің көші-қон көзқарасы анықталды. Авторлар білім беру саласындағы көші-қон мәселесін жағымды құбылыс көзқарасынан да, жағымсыз тұрғысынан да қарастырған. Жүргізілген талдау негізінде білім беру көші-қонының мүмкіндіктері мен салдарына қорытынды жасалынып, бүгінгі күні білім беру мигранттарын тарту мен ұстап қалу үшін әлемдік білім беру орталықтарының арасында үлкен бәсекелестіктің орын алғандығы тұжырымдалған. Авторлар Еуразия аймағындағы елдердің

көші-қон ағындарын қалыптастыруға қосқан үлесін анықтап, білім беру мигранттарын тартатын жаңа орталықтар анықталған.

Түйін сөздер: білім беру көші-қоны, білім мигранттары, білім беру нарығы, Еуразия, Қазақстан.

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Образовательная миграция в Евразии: новые тренды

Международная образовательная миграция становится все более интенсивной в современном мире. В статье представлен анализ учебной миграции на евразийском пространстве, определены новые тренды учебной миграции в регионе, дается комплексная оценка сложившимся тенденциям учебной миграции. Систематизация теоретических подходов к изучению данного процесса и исследование тенденций миграционных перемещений позволили авторам выявить особенности образовательной миграции в регионе. Значительное внимание уделяется мотивам, факторам, влияющим на миграционные планы студентов, последствия образовательной миграции. Определяются ключевые проблемы адаптации студентов, а также проблемы вузов, которые возникают в связи с обучением иностранных студентов и требуют приоритетного решения. Выявляются особенности и перспективы миграционного поведения, миграционных установок студентов. Авторы уделяют внимание рассмотрению образовательной миграции как с точки зрения положительного явления, так и с точки зрения отрицательного. На основе проведенного анализа сделан вывод о возможностях и последствиях образовательной миграцией, том, что сегодня разворачивается острая конкуренция между мировыми образовательными центрами по привлечению и удержанию образовательных мигрантов. Авторами выявлен вклад стран региона Евразии в формирование миграционных потоков и определены новые центры притяжения образовательных мигрантов.

Ключевые слова: образовательная миграция, учебные мигранты, образовательный рынок, Евразия, Казахстан.

Introduction

At the beginning of the XXI century, international migration of the population is one of the most important characteristics of the development of modern societies in the conditions of growing globalization. One of the features of the development of international migration processes in recent years has been a significant increase in the flow of educational migration. Many countries view international educational migration as part of their foreign policy aimed at strengthening of economic and political influence in the world. In addition, the provision of educational services, including language courses, secondary and higher education, additional vocational education, is becoming one of the important export industries for countries occupying a leading position in the international education market.

The struggle for highly qualified personnel and minds has become a priority of the migration policy of not only developed countries, but the fast-growing countries of Asia, Europe and Latin America.

A wide range of tools has been developed for both attracting and retaining of qualified personnel.

Developed countries have a choice in attracting of qualified migrants, while migrants who do not have the possibility of employment and living in developed countries go to developing countries.

Educational migration is becoming an important factor in increasing of the competitiveness of countries and human capital.

In the world practice, migration policy is comprehensive and acts as part of a state's social and economic policy and is aimed:

- at solving the problems of demographic growth (aging of the population, a decrease in the proportion of the employable population).

- at stimulating economic growth (transfer of highly qualified specialists).

Since migration of the population is nowadays acquiring a global character and at the same time is a sign of globalization itself, then new research mechanisms are needed to analyze it, which allow to identify the structure of migration flows and its causes.

The consequences of migration are manifested in various spheres: political, social, economic, cultural, psychological, educational and others. They

can be both positive and negative for society and for the individual. All this determines the relevance of studying the problems of territorial migration of the population, including the regulation of migration in education sphere.

The concept of «population migration» originates from the Latin word «migration» and etymologically means resettlement, displacement. The definition of the concept of «population migration» does not yet have a single point of view. Russian and foreign official bodies define this term in different ways.

United Nations statistical services use short-range and long-distance travel as categories of migration. Migration to a close distance is understood as such a movement, in which there are no significant changes in the economic and social situation of migrants; while migration to a long distance, on the contrary, means a movement by which significant changes happen in the economic and social status of migrants. However, it should be noted that these are very vague definitions that do not reflect the essence of the phenomenon.

The International Organization for Migration determines the migration of the population as a part of the development process of states: those from which people leave and those they try to get into, as well as states that belong to both categories, regardless of the reasons for the move. In other words, this concept includes all forms of migration. A migrant, in accordance with the definition of IOM, is a person moving from one state to another and who is in need of international migration services that are provided by international organizations (Intergovernmental Committee for Migration, 1989: 12-14).

The National Institute of Economics and Demography of France (INED) gives this definition as: «Migration is the movement of people from a place of birth or place of permanent residence to another (place of permanent residence). There are two types of migration: internal migration (within the same country) and international migration (between countries)» (National Institute of Economics and Demography of France, 2018).

The National Institute for Statistics and Economic Research (INSEE) does not define the population migration, but equates migration with the migration balance (the difference between arrived and departed migrants). A definition is given: «a migrant is a person who has moved from a permanent place of residence to another place for a period of more than 1 year» (National Institute for Statistics and Economic Research of France, 2016).

The Statistical Office of the European Union

(Eurostat) does not directly define the migration of the population, but gives the concept of it as «a migrant is a person moving to another country by changing his permanent place of stay for a period of at least 12 months» (Eurostat, 2018).

Thus, from all definitions given above, there appear three criteria of defining of the concept of «migration of population» that are the most important ones for it. The first criterion – territorial, the second – temporal, the third – the change of permanent residence. There could be given the definition of the concept of migration based on the three criteria for determining migration.

Population migration is the movement of the population through the administrative boundaries of settlements for a period of at least one year, changing one's permanent place of residence.

The ongoing migration processes are heterogeneous and have their own specifics, and they are variable in time. This predetermines the need to distinguish between different types of migration. In the framework of this study, educational migration is studied, since this very phenomenon is a new process.

The purpose of this article is to investigate educational migration in the Eurasian space, and to identify new centers of attraction of educational migration in the region. Further analysis is required in the study of the causes of educational migration and its consequences for the regions, connections between migration and social mobility of the population, the essential features, influence and clarification of the socio-psychological mechanisms of individual and group migration behavior. The relevance of the modern consideration of the educational migration problems could also be explained by the fact that social changes of the last twenty years have fundamentally changed the political and social situation in the Eurasian space, and the attitude and readiness for migration have changed. Acquiring a clearly expressed social, political pattern in recent years, educational migration makes adjustments to the life of local societies, affects the policies pursued by sovereign states, and most importantly – it changes the personal characteristics of those who are forced to move to other territories in search of a more peaceful life and a better future.

Literature review

The peculiarities of migration processes have a long history of studying, having got into the focus of attention of scientists already in the second half of the XIX century, when the «migration boom» began

in Europe generated by rapid industrialization. The fundamental foundations of the study of migration were laid in the works of E. Ravenstein, which formulated the basic laws of migration and the principles of its study (Ravenstein, 1885).

Theoretical foundations of the essence of migration processes are presented in the works of S. Stouffer (Stouffer, 1940), G. Zipf (Human Behavior and the Principle of Least Effort, 1949), E. Lee (Lee, 1966), who considered various factors impeding or, on the contrary, facilitating migration.

American scientist S. Sassen (Sassen, S., 1988) investigated the role of international organizations in the formation of migration flows. D. Massey (Massey, 2002) worked on the creation of an integral theory of migration, which is able to combine the works of all previous models of migration processes.

Most of the research is devoted to the analysis of the connection between migration and education, the issue of «brain drain». Among these works, one can single out the research of Frederic Docquier and Abdeslam Marfouk, which spells out the main findings of early research and tests new hypotheses about the consequences for the host and sending country. This article raises the question of the impact of the «brain drain» and the accumulation of human capital (Docquier, Marfouk, 2006).

Christian Dustmann and Albrecht Glitz conducted an analysis of the connection between education and skills that were received in the host countries. The economic success of the immigrant in the destination country is to a large extent determined by its educational background, how transferable these skills are to the host country labour market, and how much she invests into further skills after arrival. The desire to acquire skills in the host country that have a high return in the country of origin may also be an important reason for a migration (Dustmann, Glitz, 2011).

Issues of educational migration are studied with particular interest among researchers of the Eurasian space. Educational migration should be considered as a kind of intellectual migration, the research to which there were devoted works by Goryachev Yu.A., Zakharov V.F., Kurneshova L.E., Omelchenko E.A. (Горячев, Захаров, Курнешова, Омельченко, 2008), Klyucharev G.A., Mukomel V.I. (Ключарев, 2008).

Rakisheva B.I. and Poletayev D.V. draw conclusions and recommendations regarding the educational migration from Kazakhstan to Russia in their study (Ракишева, Полетаев, 2011). Considerable attention is paid to the factors

influencing the migration plans of students, and the consequences of educational migration.

Research methodology

The use of quantitative and qualitative research methods in the article made it possible to obtain a detailed idea of the current state of educational migration in the Eurasian space. In the assessment of the current and future migration situations, the theory of rational choice is considered as an important one, because it allows us to understand the significance of migration processes from the point of view of the benefiting of all actors in the surveyed system «migrant-receiving society-recipient-donor state».

To determine the causes and motivations of migration, we will consider the theory of attraction and ejection or the theory of pull / push factors (or the econometric model of migration).

The concept was formulated in the mid-1960s by E. Lee based on the ideas of the English geographer E. Ravenstein. E. Lee noted that two groups of factors are invariably associated with the place of arrival and departure, which affect the migrant. They are positive and negative factors. E. Lee also drew attention to the influence of «intervening obstacles» (Lee, 1966: 47-57) and all sorts of restrictions between the points of arrival and departure. The theory of attraction and ejection appeared on E. Lee's ideas, it describes various motives that encourage people to migrate. These motives are related to the economic, political, social, demographic context in both donor countries and host countries.

Pull factors are attracting factors in the recipient state that make migrants choose a new place of work / residence / study.

Push factors are repulsive factors in the donor state that make migrants choose a new place of work / residence / study.

The theory of pull / push factors helps to better understand the role of economic, social, political attracting factors that a migrant needs to take into account when forming one's migration strategy.

The study used materials of state and departmental statistics (the Committee on Statistics, the Ministry of Education and Science of the Republic of Kazakhstan, the Federal State Statistics Service and the Ministry of Education and Science of the Russian Federation, the International Organization for Migration and the UNESCO Statistical Yearbooks), statistical information from individual universities, including archival materials.

Current trends in educational migration in Eurasia

International population migration is one of the most important aspects of the deepening and development of Eurasian integration. The countries of the Eurasian space are linked by stable relations of migration dependence. Interaction in the migration sphere is one of the most important factors determining their sustainable economic and social development.

Migration processes play an important role in shaping the demographic potential of the Eurasian integration association. It is important to note that in 2016 the total population of the states of the Eurasian Economic Union has increased by almost 40% due to international migrants. In the Eurasian space, migration flows have a great impact on maintaining macroeconomic stability, the functioning of the general labor market and the employment of the population.

The priority of development of the Eurasian integration space is the formation of an innovative economy that requires skilled workers and highly qualified specialists. In this regard, it seems that it is important to create favorable conditions for stimulating the migration of highly qualified specialists. It is about creating a single labor market for highly qualified specialists through the mechanisms of innovation and educational infrastructure.

In the light of that circumstance, in the face of increasing migration flows, educational migrants can be considered as the most desirable categories, because, as a rule, it consists of young and initiative people who are open and willing to accept new knowledge and technologies, who receive a national education and qualifications, fit to the local labor market, adapted to the language and cultural environment.

Studies show that educational migrants are one of the most well-adapted groups of migrants. It is no accident that the migration policy of many countries of the world regards foreign students as one of the most desirable categories of immigrants.

Thus, educational migration should be understood as a set of movements of people with a view to obtaining an education of various levels and for varying durations. It covers both internal and external movements and is always aimed at obtaining new professional or scientific competences, regardless of the prospects for subsequent migration or return. The structure of international educational migration consists of several streams of displacements:

1) educational immigration, covering movements for the purpose of obtaining secondary, secondary special and first higher education, as well as various vacation programs;

2) immigration in order to obtain a second higher and subsequent levels of education, a scientific degree, a scientific internship;

3) immigration for the purpose of professional development (training on language courses, seminars, trainings, retraining or certification programs, obtaining business education and MBA, and training under the programs Work + and Au pair).

At present, the greatest interest of scientists and researchers is caused by the displacement of the first type of educational migration indicated above, since they constitute the main volume of the flow of movements caused by education abroad.

On the one hand, intellectual migration provides new socio-economic opportunities for migrants themselves, donor countries and recipient countries. However, on the other hand, it can lead to negative consequences for donor countries, which are threatened with loss of control over their intellectual resources.

It should be especially noted the rapid expansion of the scale of student migration; the transformation of the «brain drain» into the «brain gain» depends on the effectiveness of its management.

The prospect of intellectual migration is due to the fact that unlike usual labor migration, there take part people who are educated, highly skilled personnel who are able to qualify for a good job with high wages.

Participants in the process of intellectual migration acquire an entirely new set of knowledge, skills, attitudes and views on the world, which they bring back to their homeland upon return or are transferred from abroad to their relatives and compatriots through virtual communication. This allows us to speak about a higher qualitative level of migration, which assumes not only the provision of vital activity for individuals only, but also their significant contribution to the development of their country.

As a result of educational migration, an international «free-floating» fund of mobile, self-assured, highly qualified specialists with a high adaptive ability is formed, who know English and computer technologies, as well as professions that are in high demand on the world labor market (Mooney, Angell, 1993: 118).

At the same time, study abroad is largely elitist: it is available only to the most capable students with

a high level of knowledge and personal mobility. States sending their students to foreign universities can suffer serious damage if they do not return to their homeland (Ledeneva, Tyuryukanova, 2002: 7).

The total number of educational migrants in the world has increased exponentially over the past half-century: from 500,000 in the 1970s. to almost 1 million in 1980 and more than 1.5 million in the mid-1990s. Only for the period from 2000 to 2006 their number increased by 54.4%, reaching 2.9 million people in 2006 (World migration 2008).

UNESCO estimates that there were 2.8 million educational migrants in the world in 2007 (International migration report, 2002), and in 2011 their number exceeded 3.7 million people, or 1.7% of the world's migration.

In the context of the existing differences in the levels of economic, scientific, technological and institutional development, dynamic migration flows in the field of education within the Eurasian space are focused primarily on the Russian Federation. Due to migration there has been a steady redistribution of the population from the countries of the Eurasian Economic Union in favor of Russia. Russia is a center of attraction for more than 60% of foreign students from the Central Asian region. It is among the top ten host countries, leading in the number of foreign students, and at the same time significantly behind in this indicator from the leading recipient countries (3-4 times from France, Germany and the UK; 7 times-from the United States).

Moscow and St. Petersburg in the Soviet period (and, especially, in the period after World war II), were the centers of attraction for the youth of the Eurasian space. In those years, the opportunities for higher education in the most prestigious universities and institutes of the USSR took advantage of a large number of immigrants from Central Asian countries.

In the Soviet era, educational migration from distant foreign countries was concentrated (the largest center was Peoples' Friendship University) and pursued mainly geopolitical goals. On the scale of the USSR, educational migration had one big role – ethno-cultural processing, which made it possible to form people's view of an integral large country. After studying, the specialist returned to his country, carrying a state of the worldview, seeing in what a huge country he lives. The Soviet Union used educational and all in-country migration as a special «tool to grow a Soviet-type man».

After the collapse of the USSR, the situation changed radically, from Central Asian countries to Russian universities came mainly Russian – children from Russian-speaking families who for Rus-

sian education. Now the situation is changing, and entrants from the countries of Eurasia are choosing to study other countries, studying at universities of the United States, Britain, Germany or France is becoming more prestigious.

In the 2014/2015 academic year, the number of foreign students in Russia increased by 7.6% (15,700 people) to 221,400 people, according to Rosstat. Most (79%) of visitors, undergraduate, specialist and master programs in Russian educational institutions – from the CIS, Baltic States and Georgia. Their number increased by 12.3 % and reached 175,500 people.

In the conditions of fierce competition with promising universities in the US and Europe, network universities have been set up to raise the ratings of the universities of the Eurasian Economic Union. The main platforms for the implementation of intercultural dialogue in the countries of the Eurasian space were the CIS Networking University, the University of the Shanghai Cooperation Organization (SCO), the Eurasian Association of Universities, the International Forums «The Dialogue of Languages and Cultures of the CIS and the SCO in the 21st Century» etc.

In addition, the practice of simultaneously obtaining two diplomas of education – Russian and, for example, Kazakh, this practice is fully justified and effective. For citizens of the Eurasian space, Russia every year increases quotas on budget places.

The dynamics of the flow of educational migrants

An unconditional leader from the Eurasian space is Kazakhstan, which sends students to Russian universities. Currently, the Russian educational organizations of higher education are studying almost 67,000 citizens of Kazakhstan, of which 26.8 thousand are from the federal budget and a little over 40 thousand people on a paid basis.

Citizens of Kazakhstan, along with citizens of Belarus, Kyrgyzstan and Tajikistan, enter the Russian higher education institutions on equal terms, which gives them the opportunity to pass the exam at the exam points opened in these countries. The Ministry of education and science of Russia is taking the necessary measures to meet the needs of Kazakhstan in the training of highly qualified specialists in demand by the economy of the Republic

In accordance with the plan of admission of foreign citizens to study in Russian universities, the Republic of Kazakhstan provided 452 state scholarships.

Let's take the data of Russian experts: – at the beginning of the 2015/2016 academic year, 237,538 foreign students studied in Russia. 79.2% of these (or 188,130 students) were from the CIS countries. 36% of these students, are from Kazakhstan. This is 67,727 people (НИУ ВШЭ, 2016). **That is, Kazakhstanis are every fourth foreign student in Russia.**

At the same time, the number of Kazakhstani students in Russia is growing every year – in the 2010/2011 academic year there were 30,699 people or 16.4% of the total number of foreign students in Russia (Арефьев, 2012).

In General, the advantages of educational migration to Russia for the Republic of Kazakhstan, according to Kazakh experts, are the fact that the Republic both in Soviet times and after the collapse of the USSR received qualified personnel in its economy, well aware of the Russian specifics.

Speaking of strengthening the Kazakh Diaspora in Russia, educational migration and settling in Russia played a positive role in this regard, strengthening business ties between Russian and Kazakh entrepreneurs. The Kazakh Diaspora in Moscow and St. Petersburg was formed as a result of educational migration in the Soviet period (Ракишева, Полетаев, 2011).

The main reason of difficulties with educational migration both in Soviet and in now – undue centralization, excessive bureaucratization and administration. This also includes the lack of Autonomous rights of Russian universities, weak material and technical base, the lack of modern laboratories and campuses for a comfortable and safe living of Kazakh citizens.

These are the reasons why Russian education is gradually losing its image of elite even in relation to leading universities.

Of course, the quality of Russian education is not in doubt, and the advantage of Russian education for Kazakhstan is a higher quality and much lower price, as well as despite the Western sanctions, more employment opportunities. The development and expansion of educational migration from Kazakhstan to Russia contribute to the proximity of borders, common history and culture, the creation of the Eurasian Union.

When choosing Russia as a place of study, Kazakhstani applicants traditionally prefer to receive education in universities in Moscow and St. Petersburg. Among the other cities, the chances are greater for those close to the border of Kazakhstan (Novosibirsk, Omsk, Barnaul, Tomsk, Samara), as well as the university centers of the Volga region. Studies

show that Kazakhs – ethnic Russians use training in the Russian Federation as an opportunity to leave the RK.

The choice of Russia by Kazakhstanis is connected not only with the desire to study in Russia, with the historically positive image of Russian universities, but also with the lack of a language barrier. The university's rating on the Internet also matters.

However, there are disadvantages of this process, the negative aspect of educational migration for Kazakhstan is that the Kazakh youth goes to Russia to study, and then remains there to work, changing citizenship. Then they often transport their parents. If we talk about migration flows between Russia and Kazakhstan, then the data of the Federal State Statistics Service of Russia and the Statistics Committee of the Ministry of National Economy of Kazakhstan differ both because of the difference in accounting methods, and because citizens, actually moving to another country, are legally native this is not notified, sometimes even after receiving a new passport (dual citizenship in Kazakhstan is prohibited). But approximately the picture on the migration balance for 1997-2015 is the same:

- according to Russian data, 1.4 million people came to Russia from Kazakhstan, 283 thousand people left Russia for Kazakhstan, the balance of migration of 1.1 million people;

- according to Kazakhstan data, 1.2 million people came to Russia from Kazakhstan, 276 thousand people left Russia for Kazakhstan, the balance of migration is 0.92 million people (Шибуттов, 2017).

In this regard, there are certain consequences of this process for the Republic of Kazakhstan:

- if people leave, then there is a certain imbalance in the social, economic and political development between Russia and Kazakhstan, not in favor of Kazakhstan;

- Slavic population leaves mainly (70-75%), which changes the ethnic picture of Kazakhstan;

- mainly natives of the Northern and Eastern regions of Kazakhstan leave, which creates an imbalance between the overcrowded South and the increasingly deserted North;

- ethnic Kazakhs began to leave, which is also perceived negatively;

- slow population growth in comparison with other countries in the region: now the population of Kazakhstan is about 18 million people, whereas in 1991 there were 16.3 million. In Uzbekistan in 1991 the population was 19 million, and now – about 32-34 million people;

– reduction of the country's human resources capacity -mostly people with higher education leave, people with secondary education replace them.

Another «supplier» of students to Russia from this region is Kyrgyzstan: 16 thousand students from Kyrgyzstan study in Russian universities (16 thousand students from Kyrgyzstan study in Russian universities, 2017). The main countries of destination of educational migration of Kyrgyzstan are Russia, Turkey and China.

It should be noted that the trend is the settling of Kyrgyz citizens in the host states after graduation or completion of an internship abroad. Annually about 10% of the total number of students settle in the host countries.

In addition to Russia, Kazakhstan can act as another center for the attraction of educational migrants. The emergence of new centers of attraction of educational migrants in the Eurasian space (in particular, the Republic of Kazakhstan) indicates that in the near future the direction of migration flows in the Eurasian space can diversify.

Foreign students entering Kazakhstani higher education institutions, as a rule, do not pass the Unified National Testing or Comprehensive testing, and can be enrolled on the basis of university entrance requirements. Foreign students come mainly from the countries of Central Asia (Uzbekistan, Russian Federation, Turkmenistan, Kyrgyzstan, Tajikistan), and China (OECD, 2017).

One of the leading areas of educational migration is the activity of international cooperation of higher education institutions.

International cooperation is one of the most important components of the prestige and recognizability of a self-respecting higher education institution, this issue is given great attention by the universities of the country. The main objectives of the development of international cooperation at the university are to improve the quality of training specialists for the national economy by using the best world experience and integrating into the international educational and scientific space.

Partnership relations are established, active work with foreign universities in the development of academic mobility, joint research projects, educational programs is under way. According to the programs of academic mobility, well-known scientists from various foreign educational institutions and international organizations are involved in teaching activities.

University for lecturing on various subjects, for the conduct of events only invite foreign professors from the far and near abroad. In the educational

organizations exchange student programs are realized.

Conclusion

Thus, educational migration promotes international integration and the development of inter-state relations. It has become such a global trend that no country can ignore it, so today there is an acute competition between the world's educational centers to attract and retain educational migrants.

The attractiveness of the University for foreign students not only becomes an important source of income for it (and the region), but also helps to expand its international relations, increases the credibility in the market of educational services and the image of the country as a source of affordable and quality education.

Joint training of students from different countries helps them to be more actively involved in intercultural relations, to improve the skills of interethnic communication, to form ethno-cultural tolerance, provided that the University has created a comfortable environment that helps to adapt foreign students in their new educational and living space. Subsequently, many of them, returning to their homeland, can become active conductors of the policy of the country in which they studied.

Education can be considered as an important and basic socio-economic tool for deepening integration in Eurasia. The common labor market requires common approaches to training, and at the moment there is no single educational system in the EAEU. The system of recognition of diplomas and qualifications (with the exception of medical, pedagogical and legal education) operates within the single labour market. The formation of a common economic policy in the EAEU necessitates the formation of a common educational space, given also that all EAEU member States are members of the Bologna process, with the exception of the Republic of Kyrgyzstan, which will make it possible to use the experience of the European Union in the formation of a common educational space.

Migration of highly qualified specialists is an important factor that will have a positive impact on the national labor markets of all EAEU States.

Graduates of Network universities can work in any country of the EAEU and compete with each other both on the national and on the common labor markets.

However, the processes of educational migration may have negative consequences for the country's

socio-economic development: it is about the non-return (or belated return) of the most capable and talented graduates of foreign universities to the motherland, the loss of intellectual potential in the event of non-return after graduation, resulting in national economies remain without their own highly qualified human resources. This problem seems to require particular attention and study.

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