

THEORETICAL AND PRACTICAL OPPORTUNITIES FOR DEVELOPING LEADERSHIP SKILLS AMONG UNIVERSITY YOUTH

<https://doi.org/10.5281/zenodo.17550651>

Boymurotova Nigina

Department of "Marketing and management"

Bukhara state university

Annotation

The article analyzes the concept of leadership and its main qualities in theoretical terms, and also examines the practical state of leadership potential among university students based on statistical data. In addition, the author's proposals aimed at developing leadership skills are presented.

Keywords

Leader, leadership qualities, differences between leader and manager, youth union coordinator.

Leadership is the harmony of personal qualities, social responsibility, and vision for the future. A true leader inspires others, leads by example, and takes responsibility not only for their own decisions but also for the growth and well-being of the community[1].

At the level of Bukhara State University, leadership qualities among students are most clearly observed in the position of the Youth Union Coordinator. This is because qualities such as initiative, responsibility, and the ability to work effectively with a team are considered key criteria when nominating candidates for this role.

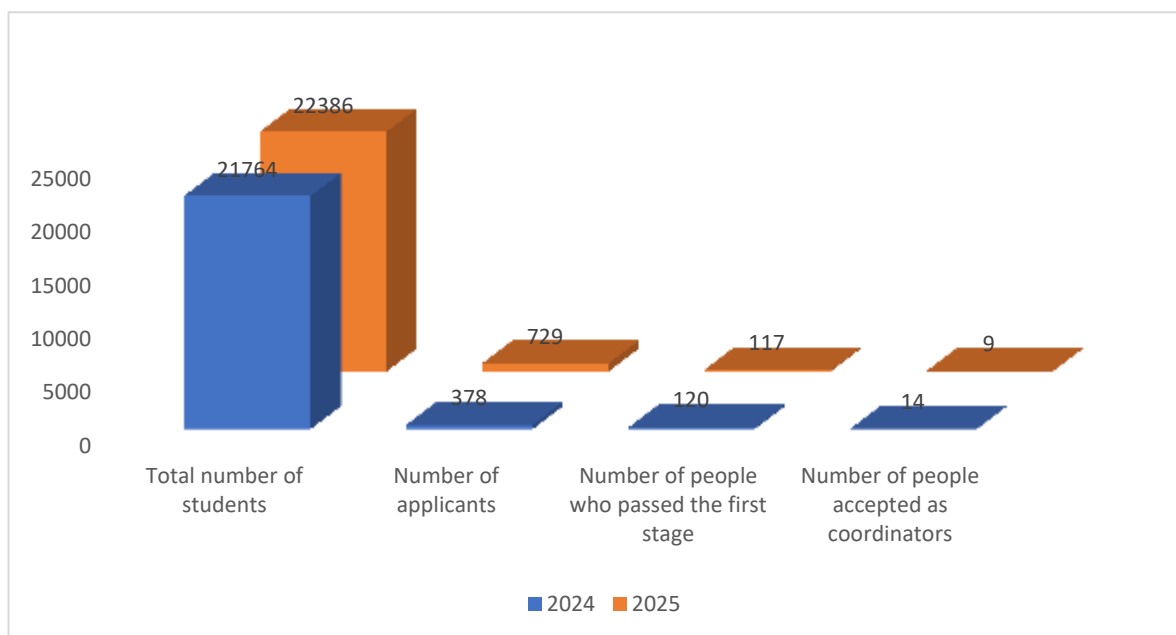
During the selection process for the position of coordinator, candidates are selected based on strict criteria. In particular, the heads of faculties, representatives of the regional Youth Union and deaneries participate in the interview. Selected candidates are initially involved in theoretical knowledge for a week, and then in practical activities for a month. Finally, the regional council conducts a re-interview and identifies the most suitable applicants. The reason for the creation of such a system is that the position of coordinator requires great responsibility[2].

Furthermore, students appointed to this position are subject to re-election each year. Those who fail to perform their duties are relieved of the role, underscoring the rigor of the selection process and the need for leadership qualities to be

continuously demonstrated. Currently, a total of 14 coordinators operate at the university level, 8 of whom serve as faculty coordinators.

The following diagram illustrates the number of undergraduate students who, over the past two years, applied for the coordinator position and successfully passed the selection process. (Diagram 1)

Diagram 1³⁵. The number of students appointed to the coordinator position out of the total student body at Bukhara State University



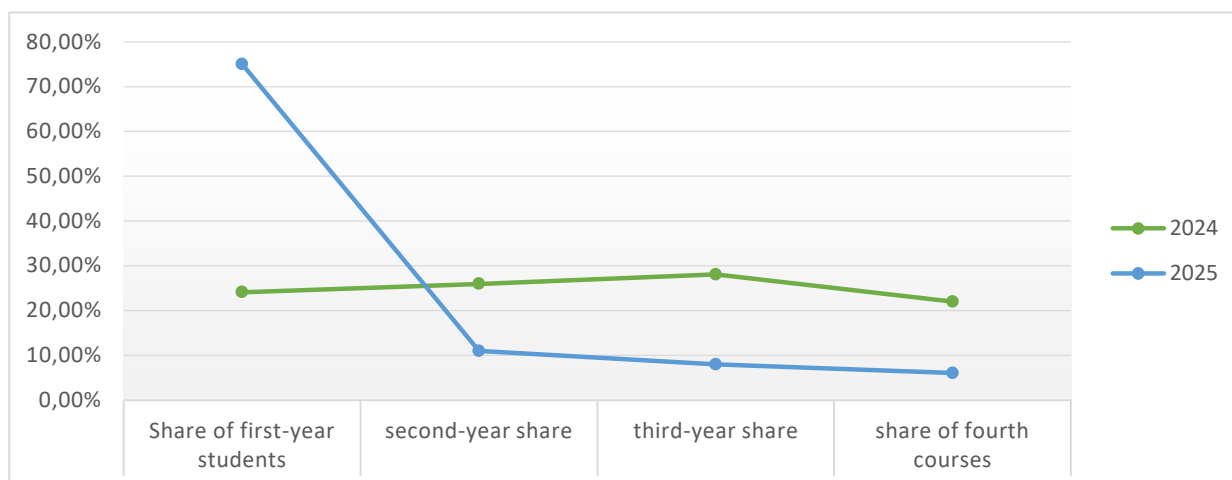
Thus, in 2024, out of 21,764 students, 378 applied for the coordinator position, which accounts for approximately 1.74 percent. In 2025, this figure increased, with 729 students applying out of 22,386, making up about 3.26 percent. Although the indicators rose by almost 2 percent, as can be seen from the diagram, 120 students in 2024 and 117 students in 2025 were able to pass the first stage.

In 2024, the composition of coordinators was completely renewed, while in 2025, only 9 of them were replaced. This is a rather good result, since the leadership abilities of the coordinators have developed at a high level, allowing them to continue their activities.

However, it is important to study this process not only in terms of numbers, but also in terms of which course students showed the most initiative. Because the distribution of applicants by course shows not only their aspiration for leadership, but also which level of students are more active at the university level. Therefore, in Diagram 2, the percentage of students who applied is expressed by course.

³⁵ Based on the information from the buxdu.edu.uz

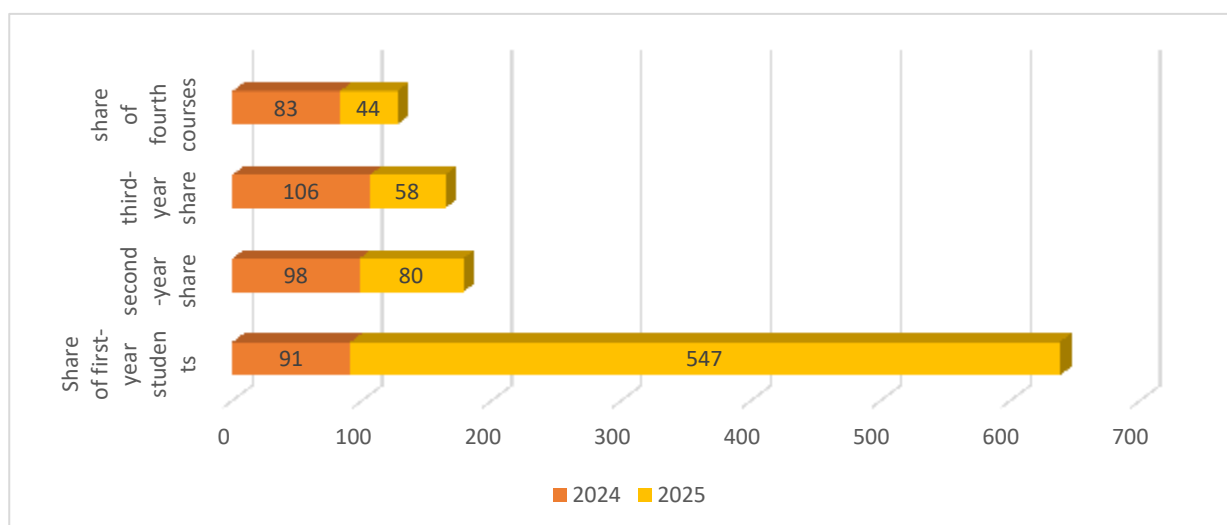
Diagram 2³⁶. Distribution of candidates by course (in percentages)



As the diagram shows, last academic year, the activity of third and fourth year students was higher, amounting to 28.04% and 21.96%, respectively. However, this year, the activity of first year students has increased sharply, from 24.07% in 2024 to 75.03% in 2025. At the same time, the activity of second year students has decreased – from 25.93% in 2024 to only 10.97% in 2025. Thus, there is a decrease in the activity of participation in higher courses. This is a problem for the university and indicates the urgency of the issue of attracting more experienced students.

The second diagram shows the relative percentage of applicants across courses, while the third diagram gives the real numbers behind those percentages. Since Diagram 3 confirms the situation with numbers, it is not necessary to write a detailed analysis for it.

Diagram 3³⁷. Distribution of candidates by course (in numbers)



³⁶ Based on the information from the buxdu.edu.uz

³⁷ Based on the information from the buxdu.edu.uz

The diagrams show that there are not enough students with leadership potential at the university. In the higher years, interest in coordinators decreases, and since most applicants are first-year students, their inexperience limits their effectiveness. In the third and fourth years, interest in social positions decreases due to the focus on internships and diploma works.

To alleviate this situation, the university administration and the Youth Union are implementing various initiatives to increase interest in leadership among students. First of all, forums, brainstorming games, trips, and various competitions are regularly held to encourage socially active students. In addition, the activities of the volunteer club are also yielding effective results – the most active participants are further encouraged by the additional payment of 50% of the scholarship[3].

A coordinator from one faculty, working as a coordinator, can exchange lessons for free with a coordinator from another direction. This will help not only the coordinators, but also other students to receive additional knowledge for free. The courses have fixed days and hours, during which distractions with other work are prohibited[4]. As a result, students have the opportunity to improve their knowledge and skills.

The organizational system established by the university plays an important role in the development of students. At the same time, the following suggestions can be put forward to further enrich this system and enhance the practical experience of students[5].

Exchange of practical experience – students should have the opportunity to meet with mature leaders and get acquainted with their daily activities for a day[6]. Through this, they can directly observe how the leader solves the tasks and enrich their own experience.

□ Case-based training – it is useful to give leaders real-life situations and teach them to quickly discuss and find solutions. This process saves them from hesitation and wasting too much time in such situations.

□ Decision-making acceleration games – through special interactive games, students can develop the skills of making correct and effective decisions in urgent situations.

□ Team project and assessment system – when each leader is assigned a small team and is tasked with completing various tasks or developing a project, they strengthen their management skills. In this process, the leader not only manages the team, but also assesses the leadership abilities of team members. As a result, he understands his strengths and weaknesses and deeply feels the responsibility of a true leader[7].

REFERENCES:

1. Klau, M. (2006). Exploring youth leadership in theory and practice. *New directions for youth development*, 2006(109), 57-87.
2. Hamidovich, Z. H. (2024). PERSONNEL MANAGEMENT AS A WAY TO IMPROVE THE QUALITY OF SERVICE IN A HOTEL ENTERPRISE. *IMRAS*, 7(12), 204-208.
3. Shukurullayeva, H., & Ziyavitdinov, H. H. (2025). DIGITAL FINANCIAL TECHNOLOGIES AND SMALL BUSINESS. *AMERICAN JOURNAL OF MULTIDISCIPLINARY BULLETIN*, 3(5), 330-335.
4. Зиявитдинов, Х. (2021). Quality of services as a result of the sophistication of the catering team. *Региональные проблемы экономических изменений и перспектива развития*, 1(1), 6-12.
5. Salimova, M., & Ziyavitdinov, H. H. (2025). THE FREELANCE ERA: TRANSFORMING TRADITIONAL HUMAN RESOURCE MANAGEMENT. *FARS International Journal of Education, Social Science & Humanities.*, 13(7), 272-277.
6. Buzinde, C., Foroughi, B., & Godwyll, J. (2019). Youth leadership programs for community development and social action: a pedagogical approach. *Community Development Journal*, 54(4), 677-694.
7. Ziyavitdinov, H. H., & Umidjon, N. (2025). IMPACT OF DIGITAL MARKETING (DM) ON UZBEKISTAN TOURISM MANAGEMENT SYSTEM AND USING ARTIFICIAL INTELLIGENCE (AI) IN UZBEKISTAN TOURISM SECTORS. *AMERICAN JOURNAL OF BUSINESS MANAGEMENT*, 3(3), 72-80.