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COMPLEX METHODS IN PRACTICAL TRAINING OF SOLDIERS

KOMPLEX MÓDSZEREK A KATONÁK GYAKORLATI KIKÉPZÉSÉBEN

The permanent structural changes of the Hungarian Defence Forces resulted that the original focus on preparation and training, planning and implementation of large-scale exercises shifted toward the preparation of individual soldiers and small units. The balance between the theoretical and practical aspects of military training has become significantly distorted. The author of this article would like to draw the attention of colleagues responsible for military training and exercise to a method with which they can use the time available more effectively and rationally.

A Magyar Honvédség állandó szerkezeti változásai azt eredményezték, hogy a felkészítés és a kiképzés hangsúlya a nagyszabású gyakorlatok tervezéséről és végrehajtásáról áttolódott az egyes katonák és a kisalegységek, alegységek felkészítésére. A katonák kiképzésében az elméleti és gyakorlati képzés aránya jelentősen eltorzult. Jelen sorok írója fel szeretné hívni a katonai képzéssel, kiképzéssel foglalkozó kollégák figyelmét, hogy a kevés gyakorlásra, gyakorlati felkészítésre rendelkezésre álló időt hogyan tudják még hatékonyabban és ésszerűbben felhasználni.

INTRODUCTION

The permanent structural changes of the Hungarian Defence Forces in the past two decade resulted that the continuation of well-established military training has become almost impossible. The original focus on preparation and training, planning and implementation of large-scale exercises shifted toward the preparation of individual soldiers and small units. The balance between the theoretical and practical aspects of military training has become significantly distorted.[1] The same is true for the military education of officers, which is still shifting toward more theory by neglecting practice at the same time. Wars of the recent past have also revealed new force employment concepts such as *shock-and-awe*, *rapid decisive operations*, *network-centric warfare*, *effect-based operations*, or the *comprehensive approach* to military operations. All this too had to be incorporated into the curriculum to certain extent.[2] The aim of this article is not to discover the root causes of this development, but to draw the attention of colleagues responsible for military training and exercise to a method with which they can use the time available more effectively and rationally. This is of growing importance since from the reorganisation of the officer education the aspect of practical training has almost entirely disappeared.[3]

METHODS AND TOOLS

The methods and system of tools for military training include a series of different methodologies, processes, solutions, systems and devices. These different elements exist in several versions that are listed and grouped according various

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[1] Szenes Zoltán: *A magyar haderő-átalakítás a NATO tagság idején*, Nemzet és Biztonság, 2009/3, pp. 33-43.
[2] Ullman, Harlan K./Wade, James P. *Rapid Dominance: A Force for All Seasons.* Royal United Services Institute in Defense Studies, 1998; Jobbagy, Zoltan: *From Effects-based Operations to Effects-based Force: On Causality, Complex Adaptive System, and the Biology of War*, Ph. D. tézis, Leiden University, 2009
[3] Miklós Szabó: *University level education in Hungarian national defence. Formation and main experiences*, AARMS, Volume 3, Number 1, (2004) pp. 3–20.

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criteria by the theorists of education.[4] One can say that the teaching methods must be in accordance with the didactics as they are no more than certain procedures ensuring the realization of tasks. This is achieved neither alone, nor individually, but in conjunction with each other. A general overview on the elements of method and tools of military training reveals a fivefold categorisation such as:

— Methodological components of transferring knowledge (*lecture, discussion, conversation, explanation, seminar, repetition, guided self-processing, and a mix of inspection/supervision/examination*).

— Methodological components of practice (*device management and practice, functional practice, installation, vehicle/combat vehicles driving, formal practice, formal professional practice, tactical-action practice, group work, shooting/marksmanship preparatory session, shooting/marksmanship, field exercise with live firing*).

— Organizational forms of education (*field exercise, individual training, specialised training group, small group training, operators training, small unit, and unit training, complex training*).

— Training tools (*whiteboard/clipboard, computer, audio-visual equipment, educational aids, operating panels, mock-ups, terrain desks, slides, movies, videos, educational software, training equipment, practicing equipment, device simulators, team leadership simulators, original combat equipment*).

— Training bases (*classroom, laboratory, workshops, specialized classroom, cabinet, machine location, garage, practicing path, training field, shooting range, real terrain*).[5]

To achieve the objective of creating the experience, skills, etc. of the trainees it is essential to find cohesion among chosen methodological elements, organizational forms and tools, as well as the required bases. It is important to mention that the necessary training time must be assigned, too. Choosing the right educational method means that one must proceed by clarifying content and purpose of the lecture, the composition of the trainees and their knowledge. It is also important to define the expected background of the trainees (commanding vs. executive), the nature of the curriculum, its complexity together with the elements involved. This must be augmented by the input level of the required knowledge together with the level to be achieved (knowledge, experience, skills, ability). It is equally important to determine training goals, terms of references of the education, expected schedule and the exercise steps. A framework for the training and time allocation must also be set. The training tools, the measures of metrics for the results and the examination of standardised tasks must also be allocated.[6] The complexity of battle requires designing and implementing the preparation and training in a complex way. By using this approach trainees can get used to this complexity and can develop the ability both to share and focus their attention.[7]

THE IMPORTANCE OF THE EXERCISE

The exercise of existing knowledge repeated in a purposeful way requires a sound mix of practical and theoretical elements. Monitoring the processes of cooperation between the trainee and the trainer is equally important for finding best solutions to strengthen good processes and to correct inaccurate ones. In general there are different activities of exercises such as practical, intellectual, and combined. Exercise as a process can be divided into various steps.[8] The first step is presentation of the activity, accompanied by explanation. Then comes the first implementation of the action

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[4] Bábosik István: *Neveléselmélet - Nevelés az Európai Unióban*, Osiris, 2004; Fodor László: *Neveléselmélet*, egyetemi jegyzet, Ábel Kiadó, 2007

[5] Nyt. szám: 267/309 *A katonai kiképzés módszertana kézikönyv* A Magyar Néphadsereg kiképzési főfelügyelőség kiadványa, Budapest, 1986.

[6] See ibid.

[7] Moffat, James: *Complexity Theory, and Network-Centric Warfare*, CCRP Publication Series, September 2003; Jobbágy Zoltán: *Effects-Based Operations and the Age of Complexity: A Critical Reflection*, Militaire Spectator (NED), pp. 235-242.

[8] Nyt. szám: 267/309 *A katonai kiképzés módszertana kézikönyv* A Magyar Néphadsereg kiképzési főfelügyelőség kiadványa, Budapest, 1986.

by the trainee. From the first activity per stroke onward, the correction of inaccurate performance must be of central importance. The implementation of related training with the monitoring of trainees is followed by training under the supervision of associated partners. In addition to the expected self-speed/self-test execution it is important that the examination of standardised tasks be monitored constantly. The trainer's and the trainee's cooperation as coordinated and reciprocal process require the trainee's active participation.[9]

The trainer is generally responsible for the tasks assigned, and the planning, organizing, and providing proper conditions for the training. In order to be successful he is also responsible for explaining and commenting on the theoretical/main part of the training, illustrating and describing the processes, and comprehending the material regularly (feedback). The trainer sets the exercise schedule, requirements, and directs the practice. He also monitors the implementation, corrects inaccurate performance, and confirms good implementation. The trainer conducts evaluations (in parts and overall), and motivates and stimulates the trainees.[10] Participation of the trainees usually involves the preparation for the training, and the review of the material of the previous session. Making notes on the subject of the lesson is followed by perception, understanding and the engraving of knowledge (learning theory, testing practice, and implementation). This is followed by the step of exercising the process several times until no inaccurate performance can be detected. The aim is to get enough experience, skill by self-education and self-expansion of knowledge. In the end comes self-monitoring and application.[11]

Ahead of the practical sessions there should be a theoretical preparation from the simple lecture to lectures stimulating several aspects of military activities at the same time. This can also rest, among others, on audio-visual and computer supported techniques. The aim of these theoretical lectures is to communicate the knowledge and their full understanding. During practical sessions, theoretical knowledge based on field testing, perception and experience comes to the fore.[12] Types of practical work are one-to-one training (*formal training, weapons skills, machinery, military vehicles driving etc.*), small unit drills (*personnel, fire team, squad*), and subunit drills (*section, company, battalion*).[13]

FORMS OF EXERCISE

Some training specialists train as long as the actions of bailiffs and continuous action of groups are fast approaching to, or have reached the automation level. Within this specialised training there is the practical phase of the preparation of individual soldiers for becoming specialist. The purpose of tactical formal sessions in the exercise is to train individual solders or operators, and crew to understand the role of small units in operations, and to develop required skills and competencies for the different types of activities needed in different combat situations. The activity has to be repeated until the bailiffs are determined by the level of experience or skills required are reached. It is executable on foot, with combat (armoured) vehicles, or in simulation.[14]

Tactical sessions represent a transition between the tactical formal sessions and the tactical exercises. They are usually performed by a small unit or by a platoon. Normally, the tactical formal sessions have been carried out as a routine, involving nuances of certain *tactical situations*. During the implementation the behaviour of units must comply with combat regulations and standards. These must be executable for training, demonstration or inspection purposes as well (specialized trainings session for specialised small unit is conducted using similar methods). Tactical exercises

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[9] See ibid.
[10] See ibid.
[11] See ibid.
[12] See ibid.
[13] Bakos Csaba Attila: *The making of an officer – preparing for the first 60 seconds of battle*, Hadtudományi Szemle, 2013/1, pp. 6-9.
[14] Nyt. szám: 267/309 *A katonai kiképzés módszertana kézikönyv* A Magyar Néphadsereg kiképzési főfelügyelőség kiadványa, Budapest, 1986; Bakos Csaba Attila: *The making of an officer – preparing for the first 80 seconds of battle*, Hadtudományi Szemle, 2013/1, pp. 6-9.

serve to assemble combined armed formations from units of different arms and services such as infantry, tanks, artillery, combat engineers and logistics. In this case commanders, their staff and units are practising employment of combined-arms formations in manoeuvre warfare simulating combat actions and leadership functions stretching over days and nights. It can be one-sided and two-sided, or one or more of the grade.[15]

Shooting/marksmanship preparatory sessions stand for the preparatory phase of every shooting or field exercise with live fire were sharp shooting are combined with tactical exercises. In addition to the reconnaissance of the target recognition exercise, it includes distance estimation, handling weapons and ready for firing a weapon, etc. in which certain other features can also be incorporated. Policy implementation and evaluation of shooting training can be found in the relevant manual of the HDF. Tactical exercises using simulation equipment help to enhance the cohesion among combat, combat support and combat service support units by using computers in a virtual battlefield. Field exercise with live firing is the final phase of the preparation of tactical units in tactical operations and involves shooting training during day and night. Deployment of targets on the shooting range and the tactical situation of the scenario for the exercise must be synchronised. Execution of the required task by small units is generally carried out under control of umpires. Inspection/supervision/examination is a kind of measurement of required standards on a regular basis, or conducted unexpectedly by the representative of higher command authority.[16]

It is an important aspect of training when trainees enter the exercise range the first time, a terrain briefing for easier orientation must be presented by the leader of trainers. Any tactical exercise, shooting-training or any other session conducted on terrain must start with the description of the so-called tactical situation. During the different phases of exercise the training areas must be arranged in a way that they can simulate a potential combat area by using imitation and exercise ammunition to create a kind of situation close to the real one.[17]

COMPLEX EXERCISE

Exercises of complex nature can be applied to a variety of combined forms of education to enhance the effectiveness of the training. It helps using the time available for training, available equipment, bases, the service and support forces in a better way. The essence of this kind of exercise is to make the training sessions more complex by combining different content and procedures. This is achieved by using different ways, methods, and tools at the same time. According to the leader's schedule, trainees change from one location to another. This form of training is proposed when the curriculum or syllabus can clearly be divided into different parts as they use different equipment, combat vehicles, etc. that are necessary for the procedures.[18]

Complex training in three places
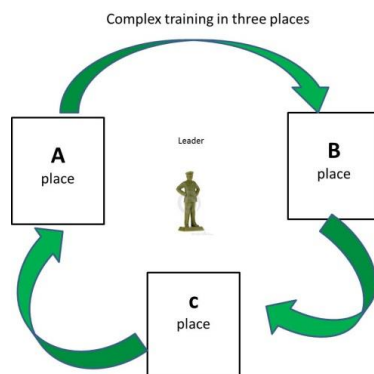
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[15] Nyt. szám: 267/309 *A katonai kiképzés módszertana kézikönyv* A Magyar Néphadsereg kiképzési főfelügyelőség kiadványa, Budapest, 1986.
[16] See ibid.
[17] See ibid.
[18] See ibid.

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Accordingly, the training may proceed by using different tools and techniques at the same time at several places. It is essential that trainers of each place have a certain level of experience and skills gained. In the framework of officer training higher-grade officer candidates might act as trainers, too. The number of places is defined by the size of the training groups, the curriculum itself, the number of units, the availability of training bases, and the assets depending on the time available. The effectiveness can be enhanced when real fire teams and squads (crews) are assigned as training groups. Time used for training and changing between places is to be specified by the difficulty of the curriculum, the number of soldiers and number of training groups, and the intensity of the exercise. Leaders can be connected to the places, or to the groups. Both options have positive and negative sides depending on circumstances, skills, and the methodology applied. In general one can state that one trainer connected to a given place is usually a better choice than using the actual commander of the training group in every place. In sum, the order of training places (and the workshops) is determined on the basis of certain hierarchy of the part of the curriculum, and methodological difficulties.[19]
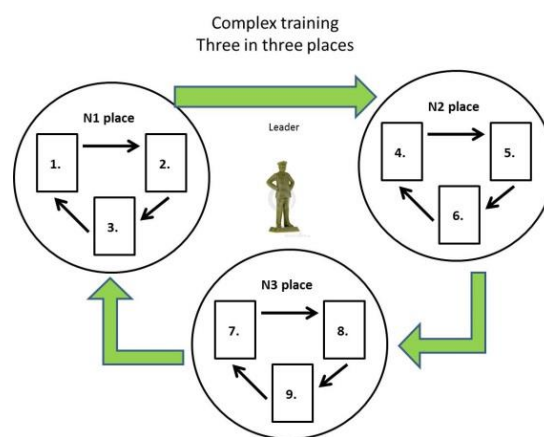
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The establishment of the groups, the sequencing of training places, leaders, the time allocation and the schedule of changes must be recorded in the discharge plan (graph) and be published no later than the beginning of the exercise. The training requirements of local options depending on the discharge plan can be made in different forms. The complex training has to be started by introducing the description of security measures and some initial comments, only than may the groups go for their assigned place. It is very important for complex training when places build upon each other, that the plan be followed.[20]

When executing tactical-formal sessions or tactical exercises in order to maximise the practical application of knowledge (engraving), even if sufficient time is available the following track might be a good option. The specific practice (practice sessions) is driven by the total amount of unit included in the formation determined by the leader of the complex training. The ongoing implementation phase has been executing under the close supervision of this leader. When all aspects have been implemented correctly uses the appropriate rate, execution of constant fight like might be started.[21]
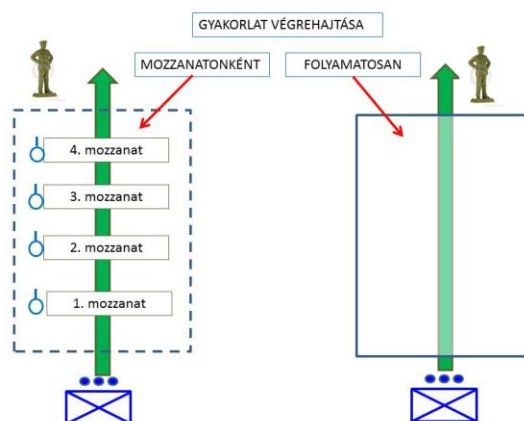
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[19] See ibid.; Bakos Csaba Attila: *The making of an officer – preparing for the first 80 seconds of battle*, Hadtudományi Szemle, 2013/1, pp. 6-9
[20] See ibid.
[21] See ibid.

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CONCLUSION

The complex training of "revolving stage" like the implementation of several methodological and educational goals can be achieved. The commander is able to plan and supervise the preparation of the subordinated commanders' methodological skills. It enables the trainee's acquisition of deeper knowledge, promote sub-commanders' independent activities and make small unit drills more effective. In addition, this old-fashioned way can save time, technical equipment, materials while the effectiveness of the training is not losing anything.

Keywords: training, complex methods, practical work, exercise, shooting, tactics

Kulcsszavak: kiképzés, komplex módszer, gyakorlati foglalkozás, lövészet, harcászat

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