

THE COMPLEX METHODS IN PRACTICAL TRAINING OF SOLDIERS

A KOMPLEX MÓDSZEREK A KATONÁK GYAKORLATI KIKÉPZÉSÉBEN

The change in the military training system, decrease the time spent on this will require effective forms of education and training to revive. The complex training methods and technical means significant savings in usage. The session leader at a time and may be can check the part of the soldiers and trainers.

A katonák kiképzési rendszerének változása, az erre fordítható idő csökkenése megköveteli a hatékony oktatási és kiképzési formák felelevenítését. A komplex kiképzési módszerekkel, jelentős eszköz és technikai igénybevétel takarítható meg. A foglalkozás vezetője egyszerre képezheti és ellenőrizheti a katonáit és a részfoglalkozás vezetőket.

PREAMBLE

In the past decade the permanent structural changes of the Hungarian Defence Forces resulted that the continuation of the well-established military training had become almost impossible. The focus of the preparation and training of planning and implementing of large-scale exercises have been shifted to the preparation of individual soldiers and small units. The balance of the theoretical and the practical training has been distorted significantly in military education especially in officer training and it is continually increasing towards the theoretical part. The reason of this article not to discover the roots of this situation, but to draw the attention of the colleagues responsible for military training, and practice to a method they can more effectively and more rationally use the available time with. In my opinion it has a growing importance because from the converted themes of the officer training the focus on the methodology of practical training was almost entirely removed.

THE METHOD AND DEVICE SYSTEM OF MILITARY TRAINING

The method and device system of military training includes a series of different methods, processes, solutions, systems and devices, inter alia, these different elements have been referred in several versions listed and grouped according to different criteria by the educational theory.

"The teaching methods, in accordance with the didactics – are no more than some didactic procedures to ensure the realization of the tasks and the application – almost without exception, not alone, not individually, but also happen with each other." [1]

THE OVERVIEW OF THE ELEMENTS OF THE METHOD AND DEVICE SYSTEM OF MILITARY TRAINING:

<i>a, Methodological components of transferring knowledge</i>
Lecture
Discussion
Conversation
Explanation

H A D T U D O M Á N Y I S Z E M L E

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Seminar
 Repetition
 Guided self-processing
 Inspection/ supervision/ examination

b, Methodological components of practice

Device Management, practice
 Functional practice
 Installation
 Vehicle, or combat vehicles driving
 Formal practice
 Formal professional practice
 Tactical-action practice
 Group work
 Shooting/ marksmanship preparatory session
 Shooting/ marksmanship
 Field exercise
 Field exercise with live fire

c, Organizational forms of education

Individual training
 Specialised training group
 Small group training
 Operators training
 Small unit, and unit training
 Complex training

d, The training tools

White-or clipboard, Computer (PPT)
 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

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Original combat equipment

e, Training bases

Classroom
 Laboratory
 Learner workshops
 Specialized Classroom, Cabinet
 Machine Location, garage
 Practicing path
 Training field
 Shooting range
 Real terrain

To achieve the objectives of creating the experience, skills, etc. of the trainees it is essential to find the cohesion of the methodological elements, the organizational forms and tools furthermore the required (possible) bases and **the necessary training time** must be assigned as well.

So choosing the right educational method, proceed as follows:

Should be clarified:

- The pursuit of the lecture and the contents of its purpose;
- The composition of trainees, and their knowledge;
- The expected field of the trainees (commanding or executive);
- Nature of the curriculum, complexity, elements, and the input level of required knowledge;
- The acquisition level (knowledge, experience, skills, ability).

Must be determined (in accordance with the function of the training goal):

- The terms of references of the education;
- The schedule of the derivation and the schedule of the exercise;
- A framework for the training and time allocation;
- The training tools;
- The measurement of the results and the order of the examination of the standardised tasks.

The complications and complexity of battle requires designing and implementing the complex nature of the preparation and training. Using the approaches of the complex nature in preparation and training trainees can get used to the ability to share and focus their attention.

THE PRACTICE

The exercise of existing knowledge repeated purposeful use, application of the practical exercises and theoretical solutions.

Monitoring the processes of the cooperation of the trainee and trainer is equally important to find the best solution for strengthen good and for correcting inaccurate educational processes.

There are different activities of practice, such as: practical, intellectual, and combined.

PRACTICING AS A PROCESS CAN BE DIVIDED INTO THE FOLLOWING STEPS:

- Presentation of the activity, accompanied by an explanation;
- The first implementation of the action by the trainee;
- Attempting the first activity per stroke, in part correcting inaccurate performance;
- The implementation of related training with the monitoring of trainees;
- The implementation of related training under the supervision of associated partners;
- In addition to the expected self-speed self-test execution;
- The examination of the standardised tasks.

The trainer's and the trainee's activities as a coordinated and reciprocal process require the trainee's active participation of sessions. In this process of knowledge transfer the trainer usually involved, as follows:

- Timely preparations for assigned tasks;
- To plan, organize, and provide the conditions for the training;
- To explain and comment on the theoretical (main) part of the training;
- To illustrate and describe the processes;
- Regularly satisfy the comprehension of the material (feedback);
- To set the exercise schedule, requirements, and to direct practice;
- To monitor the implementation, correct inaccurate performance, confirm the good implementation;
- To conduct evaluations (in parts and overall);
- To motivate, stimulate trainees.

Participation of the trainee as knowledge-builder is usually as follows:

- Preparation for the training, and review the material in the previous session;
- To make notes on the subject of the lesson;
- Perception, understanding and engraving of knowledge (learning theory, testing practice catch, implementation);
- To exercise the implementation of the process several times until it is lacking inaccurate performance;
- Experience, skill acquisition;
- Self-education, self-expansion of knowledge;
- Self-monitoring;
- Application.

PRACTICAL SESSIONS

Ahead of the practical sessions there should be a theoretical preparation from the simple lecture to lectures stimulating several senses at the same time such as the audio-visual and computer supported performance. The mission of these theoretical lectures is to communicate the knowledge and their understanding.

During practical sessions trainees based on their theoretical knowledge field testing, perception and experience is in the foreground. Of course, if necessary using theoretical introduction and explanations while driving.

Types of practical work:

- One to one training (formal training, weapons skills, machinery, military vehicles driving etc.);
- Small unit drills (personnel, fire team, squad);
- Subunit drills (Section, Company, Battalion).

FORMS OF PRACTICAL WORK

PRACTICING SESSIONS

Some training specialist training sectors and themes of teaching practices for as long as the actions of bailiffs, continuous action groups, and are fast approaching or have reached the automatic level.

SPECIALISED TRAINING

It is the practical phase of the preparation of individual soldiers for post of specialist.

TACTICAL-FORMAL SESSIONS

The purpose of this form of practical training is to train individual soldier or operator and crew in order to understand the small unit role in operations of the unit, and to develop required skills and competencies for the different types of activities needed in different combat situations. The per-phase or exploded enforcement has to be repeated until the bailiffs are determined by the level of experience or skills leading to occupation are reached. It is executable on foot, with combat (armoured) vehicles, or in simulation.

TACTICAL SESSIONS

It represents a transition between the formal tactical-sessions and the tactical exercises, usually it is performed by a small unit or by a platoon. Normally, the tactical-formal sessions have been carried out routine part nuances "tactical situation" coherently.

During the implementation the behaviour of units must comply with combat regulations and standards. It is executable for training, demonstration or inspection purposes as well. (specialized trainings session for specialised small is conducted using similar methods).

TACTICAL EXERCISES

This form of practice serves for assembling 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 over long periods of days and nights. It can be one-sided and two-sided, one or more of the grade.

SHOOTING/ MARKSMANSHIP PREPARATORY SESSIONS

It is the preparatory phase of every shooting or field exercise with live fire were sharp shooting pad combined with tactical exercises. In addition to the reconnaissance of other target practice implementation of goals, distance estimation, handling weapons and ready for shot making, etc. dealing with certain features can also be incorporated.

SHOOTINGS

Bond for shooting practice and implementation of individual soldiers, provided for in sub-shooting instructions, live ammunition. Policy implementation and evaluation of shooting training can be found in the relevant manual of the force.

TACTICAL EXERCISES USING SIMULATION EQUIPMENT

It is a simulation of combined arms tactical operations in order to make the cohesion between combat, combat support and combat service support units using computers in a virtual battlefield.

FIELD EXERCISE WITH LIVE FIRE

It is the final phase of the preparation of tactical units in tactical operations and shooting training in the day or 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

It is a kind of measurement of required standards on a regular basis, or unexpectedly conducted by the commander of higher authority.

IMPORTANT METHODOLOGICAL PRINCIPLES

When the trainees enter the practice field or the range first time a terrain briefing in order to easier orientation must be presented by the leader of trainers!

Any tactical, shooting -training or any session conducted on any terrain must start describing the so-called tactical situation!

During the different phases of practise the training areas must be arranged simulating a potential combat area using imitation and practice ammunition to create a kind of situation close to the real one!

COMPLEX TRAINING

It is an applied to a variety of combined form of education to enhance the effectiveness of the training, the time available for training, equipment, bases, better utilization of service and support forces.

Essence of this kind of practise is to make the training sessions more complex combining different content and purpose of procedures, different ways, methods, and tools at the same time. According to the leader's schedule trainees changing from location to another location.

This form of training is proposed when the curriculum or syllabus clearly can be divided into different parts using different equipment, combat vehicles, etc. necessary for the procedures. Accordingly, training may precede using different tool and techniques at the same time in several places. It is essential that trainers of each have to reach a certain level of experience and skills of this kind of practise.

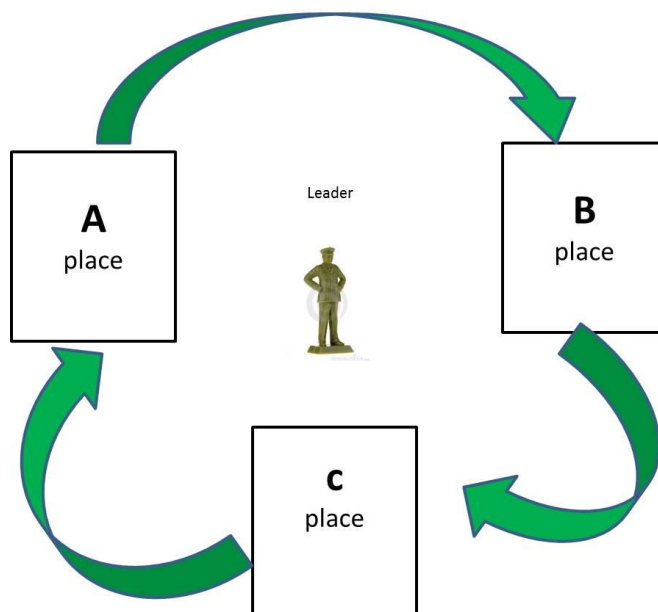
In officer training even higher grade officer candidates might be such a trainer as well.

HADTUDOMÁNYI SZEMLE

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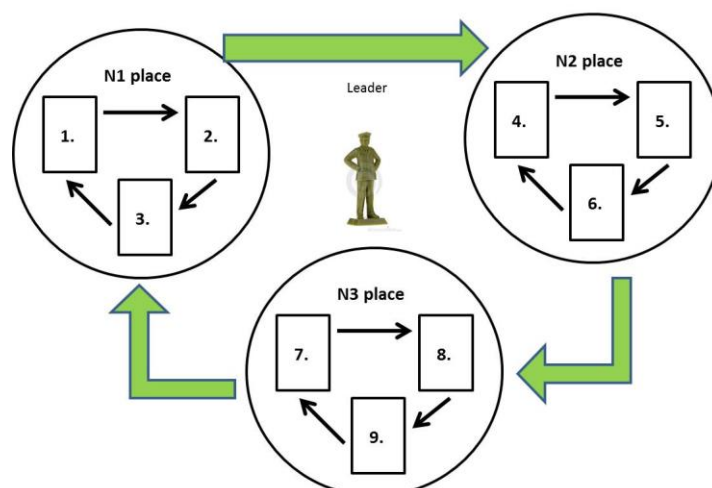
Complex training in three places



Designed by the author.

The number of places defined by the size of the training groups, the amount prescribed curriculum, the number of units, the availability of training bases and assets according to the time available.

The effectiveness is easy to enhance, when real fire teams and squads (crews) are assigned as training groups.

Complex training
Three in three places

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Designed by the author

Time used for training and changing between places is to be specified by the difficulty of curriculum, the number of soldiers and number of training groups, and by the intensity of the exercise. Leaders can be connected to the places, or to the groups. Both options have positive and negative sides. It is assigned by the leader of the complex training depending on the circumstances and on the leaders' experience, skills of methodology.

When one trainer connected to a place is usually a better choice than using the actual commander of the training group in every places, because it provide more efficiency. At that time, however, the relationship between the commanders and strengthen the bond as an instructor (trainer) may come to the fore and extensive professional preparation.

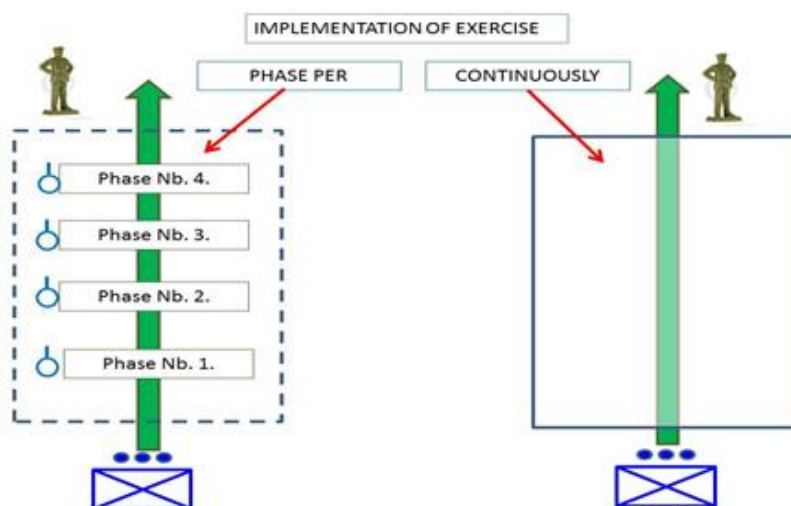
The order of training places (and the workshops) is determined on the basis of certain hierarchy of the part of the curriculum, and methodological difficulties.

The formation of the groups, the numbering of training places, leaders, the time allocation and schedule changes must be recorded in the profession discharge plan (graph) and shall be published no later than the beginning of the practise!

The training requirements of local options depending on the discharge plan can be made in different forms.

The complex training has to be started introducing the description of the security measures and some initial comments than groups may go for their assigned place. It is very important for complex training when places based on each other, that the discharge plan has to be followed. (For example, weapon maintenance after shooting should not be prior the actual target practice.)

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.



Designed by the author

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.

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 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

FELHASZNÁLT IRODALOM

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