

Purposes of Research

The main purposes of my dissertation are:

- **to throw light on** the importance of language training conducted in the military preparatory and educational institutions, underlining that the permanent increase of the level of language teaching and language learning is a tendency in this period as well;
- **to present** the system of military training, its development in the frames of language training, searching the relationship and operation of training levels;
- **to search** the effectiveness of language training in the process of application and employment;
- to evaluate the methods of language training and to **make a proposal** on their present-day conversion.

Methods of Research

In the course of writing my dissertation, I apply the following methods of research:

- study and elaborate Hungarian special literature concerning the research domain;
- apply my experience and special knowledge obtained during language teaching;
- by detailed and substantial research work, elaborate documents concerning the topic from the Institute of Military History and the War History Museum of MoD. At the same time, I consult experts who know this period very well.

During my research work I consider essential respect validation of basic principles of military science research work, namely objectivity, historical approach, neutrality and established verification of my statements.

Main Steps of Research

- as the first step, I have researched the reorganization of the Hungarian Royal Army, besides the direct influence of dictated peace of Trianon;

- I have evaluated the organization and steps of development of the Hungarian Army between 1921 and 1937;
- taking into consideration the officers training of the Austro-Hungarian Monarchy, I went on with making the survey of operation of system, and detailed research of establishment and operation of military educational institutions;
- I have revealed in detail the system of language training, its problems, results and experience in the military educational institutions mentioned above;
- I have been particularly engaged with the language training of the staff-officers and the usefulness of language training abroad;
- finally, I have drawn the conclusion about the system of foreign language training in the researched period and have drawn up the elements usable nowadays.

Summative Conclusion

The analysis of the researched era clearly indicates that linguistic link proved to be a decisive factor and indispensable connection between armed forces – particularly those of the allied states. Although after the Trianon Peace Treaty it was not yet decided which country could have been a strategic ally of Hungary therefore several doors were left open. That is why English, Italian, French, and German were all taught. The strengthening relations with Italy and later with Germany had clear influence on the linguistic education and that was reflected by the numbers of language classes. However, it was never left out of consideration that prospective officers had to be able to speak at least one modern Western language thus enabling them to study western special literature.

Another important issue is the fact that Hungarian revisionist ambitions generated by the Trianon Peace Treaty made learning of the languages spoken in the annexed territories inevitable and the maintenance of the officers' language levels were integrated both into military pre-training and postgraduate education. These efforts were significantly boosted by the great majority of officers coming from the annexed Hungarian territories.

Between the two World Wars the Hungarian Defence Forces enriched the history of Hungarian officer training with tremendous experience. Properly designed promotion systems were in use which ensured the appropriate level of preparedness of the officer corps. The necessary training was built on a demanding and highly qualified teacher staff offering the opportunities of high-level linguistic training from secondary schools to the highest General Staff Training Course.

Recommendations

Today the Hungarian officer training is one of the highest educational domains, organically fitting into the frameworks of Hungarian higher education. Its recognition can be seen from regular feedbacks, comparative analyses, and comprehensive statistics, although it is not an easy task to respond professionally and rapidly to all the new challenges emerging on a daily basis.

Nevertheless, language training is a significant task these days. Missions derived from the bonds of Alliance cannot be executed professionally and precisely without a good command of foreign languages, preparedness and the operation of a follow-on training system. Communication, elaboration of tasks, and lessons learned during activities in the area of operations, have drawn attention to the importance of knowledge of foreign languages including the significant role of special language.

New Scientific Achievements

1. On the basis of archival research I **VERIFIED** the military language training was properly supported by the preparatory institutions, this way the permanent rising of teaching and learning languages was a tendency;
2. I **VERIFIED** that the system of the military language training operated as a well-weighed, properly planned and organized element within the the officers training, which was based on the logical structure of training levels;

3. I was the first **TO REVEAL** and **TO INTRODUCE** the military language training between the two world wars, its methods and operational system;
4. I **VERIFIED that** the system of military language training between the two world wars in all cases took into consideration the needs of the higher military command and could accomplish them fast, professionally.
5. Taking the results of the dissertation into account, I **VERIFY** that the methods of foreign language of those times – adapted to the needs of present times – can be used in the recent military language training as well.

Practical use of the research findings

My PhD dissertation introduces the training system of the Royal Hungarian Defence Forces between the two World Wars. It focuses on various types of secondary schools, Ludovika Military Academy, and also on the higher level military education. It puts particular emphasis on the process of linguistic education which – through the upgrading of contemporary opportunities – may serve as a useable model. An analysis of the number of language classes and their content can provide practical help and assistance.

The language training of General Staff officers is of particular interest. Officers at that level were prepared for various military assignments and their training included a very high level of knowledge of a given foreign language and study tours in the regions where the studied language was spoken.

Another significant practical advantage can be an analysis of the examined period and of its faults and virtues and the integration of positive elements into current foreign language training.