

REFLECTIONS ON THE EDUCATION OF FOREIGN ARMIES SKILLS**GONDOLATOK AZ IDEGENHADSEREG ISMERETEK TANTÁRGY OKTATÁSÁRÓL**

The teachers of the National University of Public Service Faculty of Military Sciences and Officer Training involved in the education of reconnaissance officers present in their short study the most recent aspect of the education of the subject Foreign Armies Skills. The study analyses the educational experience for the past 15 years of this subject, and will formulate recommendations regarding the subject's future education based on their conclusions. The authors analyse the particularities of the training methodology, describe innovative educational instruments that can be involved in the cadets' teaching, and the specific methods used.

A Nemzeti Közsolgálati Egyetem Hadtudományi és Honvédtisztképző Karának felderítő tisztek képzésével foglalkozó oktatói rövid tanulmányukban bemutatják az Idegenhadsereg- Ismeretek tantárgy oktatásának legaktuálisabb kérdéseit. A tanulmányban elemzik az elmúlt 15 év e tantárgyra vonatkozó oktatási tapasztalatait, melyekből levont következtetéseik alapján javaslatokat fogalmaznak meg a tantárgy jövőbeni oktatására vonatkozóan. A szerzők elemzik a képzés módszertani sajátosságait, bemutatják a tisztjelöltek felkészítésébe bevonható újszerű oktatástechnikai eszközöket, alkalmazható sajátos módszereket.

INTRODUCTION

The teaching of Foreign Armies Skills have always been given priority in the Hungarian officer training including the education of reconnaissance officers. This is true even today, despite the fact that less and less time is available for the education of the subject and for learning the content of the subject because of the permanent transformation of officers' training regarding its institutional forms¹ and content.

The experiences of our fifteen years of NATO membership, Hungary's engagement in various coalition operations point out that the content and methodology of the education of this subject adjusted to meet the requirements of contemporary challenges.

By the establishment of the National University of Public Service the Hungarian officer training along with the two other profession branches had been integrated to an entirely new type of higher education institution. This integration process including other aspirations still possess a significant effect on the transformation of the educational structure of each profession branches which is reflected in the aspects of the Foreign Armies Skills' teaching.

¹ By 1st September 1997 the independent college faculties had been integrated into the faculties of the Miklós Zrínyi National Defence University. The newly established Department of Air Force, the Institute of Strategic Defence Researches and the Language Centre for Partnership for Peace improved the conditions of education. From the very beginning of 2000 Miklós Zrínyi National Defence University and the János Bolyai College for Military Technology had been also integrated, the latter has become an independent college faculty in the organization. With this step the predecessor university has become sole institution of defence higher education. By the 1st of September 2004 the unification of College Faculty of János Bolyai Military Technology and the Military Sciences and of Command and Control resulted the continuation of education took place on two university faculties: the Faculty of Lajos Kossuth Military Sciences and the Faculty of János Bolyai Military Technology. In parallel with these changes predecessor institution of our university had been involved in the Bologna Process aimed creating the European Higher Education Area. From the academic year of 2005/2006 the Miklós Zrínyi National Defence University was the first institute in Hungary which had complied to meet the international demands of higher education.

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Budapest, 2014.
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The extensive development of information technology (IT) devices occurred in the last fifteen years led to an educational equipment and technology "revolution". It is likely for our age and especially for the forthcoming generations that the study materials will be published almost entirely on electronic media.

The contemporary students almost demand multiple access to the information about the same topic at the same time.

The aim of this study to demonstrate the changes occurred in the past decade and a half teaching of Foreign Armies Skills which have shaped and characterized the content and the didactical framework. The result of the modernization carried out by the academic year of 2013/2014 in an upward system will be outlined as well as proposals, recommendations will be made for the further development directions of this subject.

TEACHING OF FOREIGN ARMIES SKILLS SINCE THE MILLENNIUM TILL TODAY

Shortly after Hungary's join to NATO – in 2000 – the successor Miklós Zrínyi National Defence University Faculty of Military Sciences Department of Reconnaissance organized a conference on "The consistency of the training needs of the military national security services and the university"[1].

At the conference the customer side and the teachers and experts of the university analysed the general state of officer training² and comprehensively outlined the goals and directions providing a solid basis for the upcoming 15 years of reconnaissance officer training.

The conference granted a special attention, including the future of the Army Foreign Skills at the university education courses as well. In the comment of János Madács [3] was explained that the teaching at the college and university level requires a different approach from the point of methodology: in line with the tactical skills of college level education an inductive approach needed, while the university regarding to overall military policy analysis requires the use of the deductive method of approach. He also mentioned that the teaching of this subject is a responsibility that requires the creation of one handholding and an efficient educational infrastructure. [3]

The total amount of lessons (contact lessons) according to different levels of education are explained in the following table:

<i>Period</i> ³	<i>College level Bachelor</i> ⁴	<i>University level Master (A)</i> ⁵	<i>University level Master (B)</i> ⁶	<i>Remarks</i>
until 2005	120	60	30/30	
from 2005	105	60	15/30	
from 2008	105	n. a.	0/15	
from 2013	60 ⁷ +105	n. a.	0/0	

Table 1: The amount of Army Foreign Skills' lessons (own edition)

Inferred from the table that, except for the reconnaissance specialization, in all areas of university education the amount of lessons dedicated for this subject shows a descending tendency. Meanwhile the reconnaissance specialization is granted a preparatory course in 60 lessons since the year of 2013/2014.

² The launch of military leader course started in the academic year of 1997/1998 in grade one while this conference coincided the first start of military leader course reconnaissance expertize (5-8 semesters).

³ From 2000 as part of the European Higher Education Area initiation until its first launch in 2005/2006, including the modernized officer training started by the academic year of 2013/2014.

⁴ Military leader course, reconnaissance expertize.

⁵ Military national security course.

⁶ Military leader course / Military logistics course.

⁷ Regardless of the specialization the available amount of lessons in the „orientation module”.

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The following two figures are to illustrate the connections of the subject to the other parts of military education's structure.



Figure 1: Distribution of lessons until 2013 (own edition)

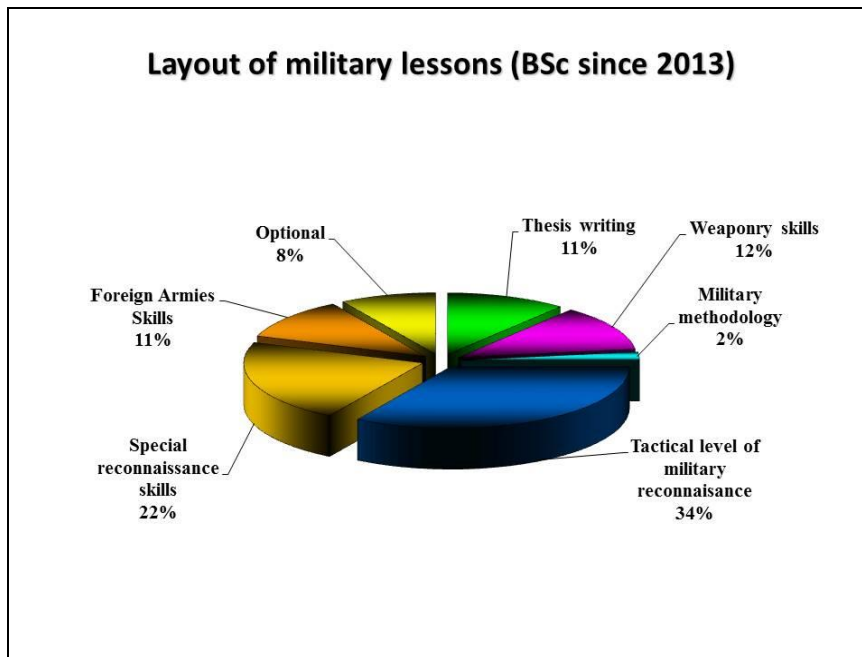


Figure 2: Layout of military reconnaissance lessons from 2013 (own edition)

The figures clearly reveal that the subject still retained its importance, so that it can keep a high level of education of the reconnaissance officers is of outstanding importance in terms of training area more hours without loss.

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The output requirements of the course also show a quite mixed picture. At the bachelor level of the reconnaissance specialization in odd semesters a workshop mark, while in even semester a colloquium, so an exam was the required output.

Concerning the "university" (Master) training the balance is not so positive: the subject does not appear as a standalone course in the one-year MSc in Military Leadership course. The content of the subject appears as part of different other subjects' (i.e. Introduction to the reconnaissance support of military operations), and according to the authors' opinion may not provide adequate skills to analyse the OPFOR's activity in details.

The output requirements of the Master level of Military leader course was an in-semester evaluation (workshop mark) and a semester exam till the transformation (2008)⁸. Since the academic year of 2009/2010 the standalone subject have been no longer launched at the "university" (Master) education.

THE CONTENT OF FOREIGN ARMIES SKILLS

The output systems had been developed according to the content related issues raised by the consumer side and according to the output levels. These are the main areas essentially cover the output requirements tailored to minimum standards.

The course's designed by level of education, syllabus content will be demonstrated in the following table:

Content	Bachelor level	Master level (A)	Master level (B)	Remarks
Uniforms and insignia.	+	-	-	
Military equipment.	+	-	-	
The organization of the order of battle, particularities of its certain parts.	+	-	-	
Major norms of the battle and battle related activities. The internal principles of the battle.	+	+	-	
Recognition of battlefield objects, the projected activity of objects.	+	-	-	
Military strategy and doctrines of the World's leading powers and Europe	+	+	+	
Military strategy and doctrines of the surrounding countries, organization of their armed forces and possible ways of development	+	+	+	
Conducting enemy related analysis, developing special documents, staff duties	-	+	-	
The foreign armies skills' connections to peace support operations. Special methodology to lead subordinates' foreign armies skill training	+	-	-	

⁸ According to the database of NEPTUN Unified Educational System the last course was announced in 2008/2009 for 11 correspondent students.

Table 1: Content of the subject (own edition)

Components of the syllabus represents very well in the table that in the BSc level of education all sort of foreign armies issues are taught. Meanwhile in the MSc level of education the knowledge adjusted to the decision-making⁹ level and to level of leadership is concerned. (The table uses green + to mark the concerned areas.)

The foreign armies skills related to peace support operations represent a new element in the BSc level of education implemented to the syllabus. It is necessary to highlight while processing the subject the importance of the cadets' methodological training.

THE METHODOLOGICAL SPECIFICITIES OF TEACHING THE SUBJECT

Our department, especially the reconnaissance branch has experience of decades of methodological¹⁰ issues concerning the teaching of foreign armies skills. The specificities of educating and the content allows the teachers to choose from a wide range of issues.

As it is described by Military Pedagogy I. textbook the best way to reach our goals is to use of varied ways.

The basic methods:

- a) lecture;
- b) conversation;
- c) demonstration;
- d) exercise;
- e) repeating;
- f) students' independent work (based on provided materials);
- g) independent practical works;
- h) examination and
- i) evaluation.[4]

The efficient accomplishment of the goals related to each issues have been reached by the choosing of the appropriate method, right use of educational technical devices

The demonstration has a specific importance teaching uniforms and insignia. All means of educational technical devices are used for this aim: for example teaching the uniforms in the strictest sense of the word "palpable" gives realistic description of the foreign forces installation of objects. Therefore the cadets can see or touch the uniforms and other clothing elements of foreign armies.

Teaching the military equipment the main point after relatively short observation the reconnaissance soldier could determine with confidence the type of the equipment seen. This point¹¹ is primarily reached by using wide range of educational technical equipment. Presentation of static slides has been replaced the extensive use of network based configurations.

The understanding¹² of technical data related to certain military equipment is achieved by the "home" studying the materials presented on the lectures. Therefore the cadets are given the opportunity to present a certain group of technical equipment on the seminars.

⁹ Output level: tactical-operational (brigade, division, corps)

¹⁰ Dealing with the methodological particularities of subjects (methodology) [4]

¹¹ The ability of identification, recognition

¹² The cadets have to know the major technical data of the military equipment.

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The experiences show this is the most interesting phase of the subject's teaching for the reconnaissance cadets start really binding to the military reconnaissance. If the students' interest could not be raised at this phase the further phases of teaching the subject becomes extremely difficult.

Considering the repetition it is unfortunately obvious that due to the stagnating and descending number of lessons this is not available, therefore the cadets' individual academic work has outstanding importance. To help and facilitate this work the cadets are given all the available subject related illustrative materials.




T-64 technical data:

Armament:	125 mm smoothbore gun (2100 m) 7.62 mm coax machine gun 12.7 mm AA machine gun AT-8
Armour:	explosive reactive armour
Weight:	43 t
Crew:	3 person
Operational range:	400 km
Speed:	72 km/h max. on road
Operator:	Russia, 8000 pieces

Figure 1: Part of the presentation Tanks

The cadets' knowledge is checked by tests¹³ at this phase of teaching to ascertain they are able to identify and recognize the military equipment. Essay questions are given as well to check how the cadets "store" the major data related to the equipment.



Essay task
(5-10 sentences per equipment)

1. Describe the AK-47 assault rifle and its significant modifications!
2. Typify the 120 mm mortars!
3. Describe the 227 mm MLRS system!

Figure 2: Part of a test

At the next phase of teaching the subject – in line with the combined tactics and the reconnaissance skill subject – the "red party's" battle order and the organizations' capabilities are taught. From point of teaching this phase is quite challenging as the content is rather prosaic as well containing huge amount of data. The organizational charts used for

¹³ An interesting way to check the recognition and identification capability to show up the equipment for max. 10-15 sec to comply the test.

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illustration purposes are very close to the real combat documentation. Beside these static battle charts the instruction of the OPFOR's ¹⁴doctrinal principles to colorize the prosaic charts mentioned.

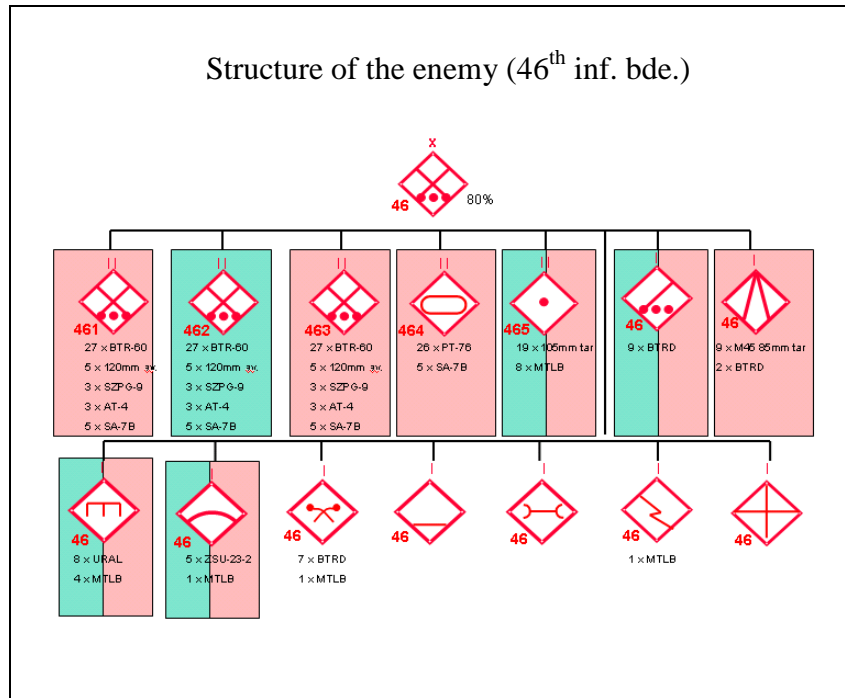


Figure 3: illustration of structure (own edition)

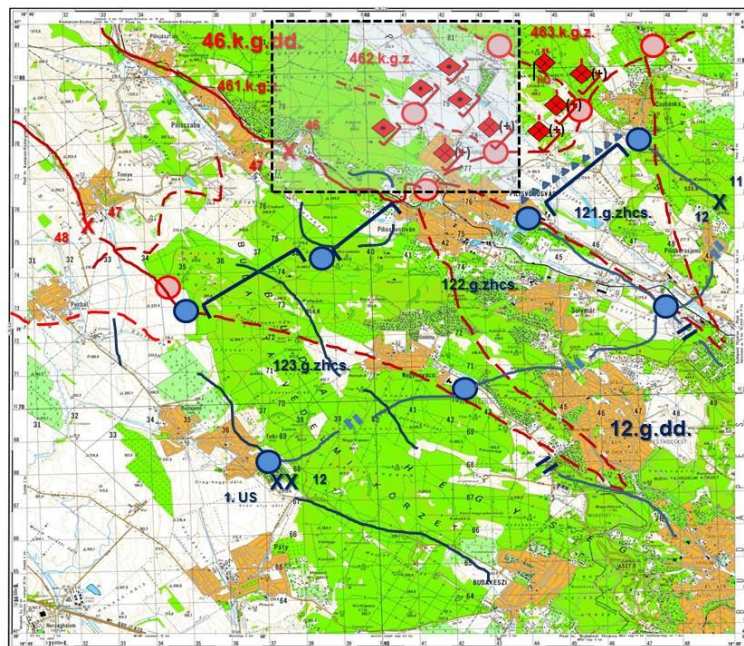


Figure 4: demonstrartion of the general situation based on doctrinal principles (own edition)

¹⁴ OPFOR- Opposing Force, which is not real, but exercising battle organizations and layouts.

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In order to promote the complex acquisition of the subject's content new, improved methods had been looked for.

Seeking for the appropriate solution to bring into a "palpable" proximity the combat elements.¹⁵ The "BAGLYAS" artillery fire control simulation system had been found.

The "BAGLYAS" artillery fire control simulation system is operated more than two decades to assist the artillery cadets' education. The 3D system allows both artillery and reconnaissance cadets to supplement their theoretical knowledge recognizing and identifying the concerned battle elements' real picture.¹⁶



Picture 1: "BAGLYAS" artillery fire control simulation system

(downloaded: 03.03.2014. source: http://www.haborumuveszete.hu/rovatok/hirek/amerikai_katonak_a_baglyason/baglyasres.jpg)

This simulation system is successfully employed enabling the cadets both strengthen their knowledge and provide opportunity to practice in complexity the connecting other combat leader related skills¹⁷. According to the experiences this kind of small group lessons are interesting and preparing carefully the execution of reconnaissance tasks in "real battlefield environment".

The foreign armies skills subject's important segment at the MSc level education are processing the World's and Europe's leading military powers' and the surrounding countries' Military strategy and doctrines, the structure of their armed forces and the possible ways of the development. The cadets are introduced to OSINT¹⁸ as an information acquiring technics at this phase of their training. Affecting certain areas the actual staff manuals are also concerned: the cadets are introduced to the comprehensive approach method. This method is widely used in today's warfare involving non-military parties in the planning phase of the operations, such as governmental and international organizations identified at the area of interest in order to coordinate the military and the non-military parts' activity.

The cadets are taught to collect, collate and organize the encyclopaedic and lexical information from open sources about the crisis affected countries' governmental and non-governmental leaders regarding PMESI¹⁹. [5] methodology. As

¹⁵ As the possibilities of the University constantly shrink showing and illustrating the real battle elements and systems during the training gets more and more challenging.

¹⁶ During these exercises the battle elements are shown both static and dynamic (in movement) according to the doctrinal principals.

¹⁷ Combined tactics, reconnaissance skills, reconnaissance practical skills, combat leadership.

¹⁸ Open Source Intelligence

¹⁹ PMESI: political, military, economic, social, infrastructure, information

an output the cadets are required to hold a 10-15 min lasting presentation about their assigned area of analysis assisting to promote their verbal information sharing.

Employment of the Hungarian Defence Forces will basically take place in crisis management operations

The employment of the Hungarian Defence Forces generally occurs in crisis management operations, in many cases significantly far from Hungary, in weak states incapable of performing their basic tasks where security has to be established and maintained against irregular, paramilitary organisations, insurgents, armed groups and international mercenary and terrorist groups. [6] According to the National Military Strategy, concerning the principals of employment need to pay attention on the education of regular and irregular (para-militant) forces particularities.²⁰

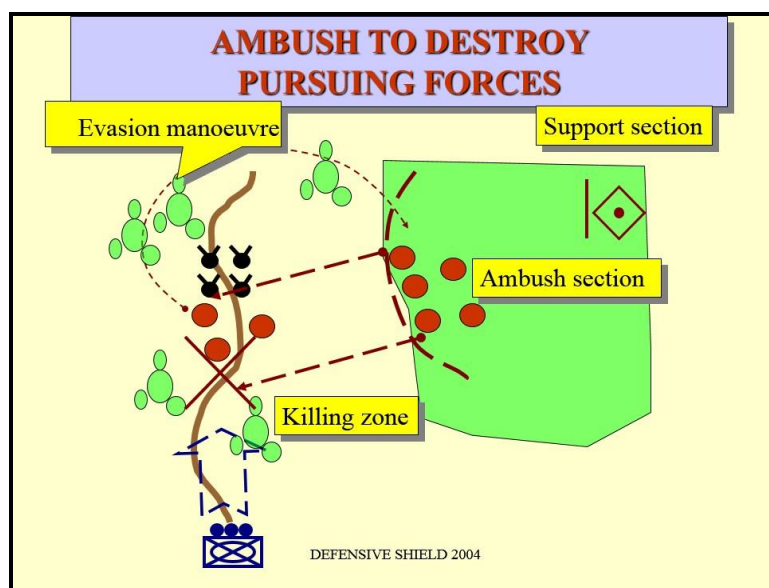


Figure 5: Illustration for employment doctrines of irregular forces (own edition)

As there are no fix normative neither for the structure nor the doctrinal principles when processing this area of the subject the teachers can rely on secondary information based on foreign service experiences. Fortunately there are teachers who has direct access to the primary information for their foreign service, therefore the presented subject is becoming much more credible.

THE RESULTS OF MODERNIZATION OF THE SYLLABUS POSSIBLE WAYS AHEAD

In conclusion can be stated that according to the authors' opinion about the importance of this subject is only taught at the Faculty of Military Sciences and Officer Training Institute of Military Leadership Training Military Leadership course reconnaissance specialization as an independent subject in organized framework. This circumstance also requires tremendous responsibility in relation to the education of the subject.

From the academic year of 2013/2014 the upward system of the reconnaissance specialization the significance of the subject is represented by the comprehensive exam to check the cadets' knowledge about the foreign armies. According to the authors' opinion this examination will raise the subject to the appropriate level.

²⁰ http://www.kormany.hu/download/b/ae/e0000/national_military_strategy.pdf#DocumentBrowse

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Updating the available textbooks will modernize the core material which is vital if we think about the education. Currently the teachers of the reconnaissance specialization workshop is working on a new textbook feeding the whole area of the foreign armies skills.

The cooperation with the "BAGLYAS" artillery fire control simulation system need to be improved during the education. The modelling of irregular forces need to implemented.

Finally the authors consider important the independent returning of subject at the Military Leader MSc level as "compulsory optional" or optional course at least with 15 contact lessons.

Citing Sun Tzu: "If you know others and know yourself, you will not be imperilled in a hundred battles; if you do not know others but know yourself, you win one and lose one; if you do not know others and do not know yourself, you will be imperilled in every single battle." [7]

Keywords: foreign armies, reconnaissance, methodology, education, training

Kulcsszavak: idegen hadseregek, felderítés, módszertan, képzés, kiképzés

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A publikáció a TÁMOP-4.2.1. B-11/2/KMR-2011-0001. sz. pályázat, "Kritikus infrastruktúra védelmi kutatások" keretében elvégzett kutatás eredményeként készült.