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MILITARY EDUCATION: CONSTRUCTION OF SOCIAL CONNECTION THROUGH EDUCATION OF HOME DEFENSE

Katonapedagógia: társadalmi kapcsolatépítés honvédelmi nevelésen keresztül

Vojna pedagogija: izgradnja društvenih odnosa kroz edukaciju iz odbrane domovine

In the study, we present the revival of the military education which has national traditions in Hungary. We describe the transformation of Gábor Dénes Electronic Secondary Technical School and Students Hostel into a national military boarding school.
The method of the research is founded on the analysis of more than 1900 hours' survey and half-structured interviews. Local documents, laws, government edicts supplement our experience.
According to the results of the research, the transformation of the institute fulfils the expectations and it gets considerable support from the society and government. Leaders, participants and executive staff give different kind of support to transformation in everyday practice.

Key words: military education, military school, military boarding school, military service, transformation

1. MILITARY AND SOCIETY

Despite the fact that the determining significance of social changes in a global sense along with its various social subsystems and organizations was long ago recognized by the profession, social sciences began to deal with military institutions relatively late, after the Second World War (BURK 1993). The relationship between the armed forces and society was examined first by Morris Janowitz, who received the topic as aim and means invoking the establishment and cultivation of an international, interdisciplinary scientific thinking (JANOWITZ 1974). According to a prominent part of opinions, military culture is a key fac-

tor to understand the civil-military relations. The military culture of a nation can be grasped alongside its military and the civilian relations of its military institutions and military sub-system. Where society is acceptable, the attitude is respectful towards the military and military culture, where opinion-forming is mutually acceptable between the two subsystems – civilian and military – there the conflicts are minimal (HERSPRING 2009).

The co-operation of soldiers and citizens is an essential task not only in war situation, during foreign mission performance, but also in peacetime, in domestic environment. Social sciences, such as military education, we see as a priority area, while studying the civil and military relations, and the embedment of the military into the society. We can say, a country's military might, the national army and the civil society's affair with each other are in a very strong interdependence. An important example is that civil control is also indispensable, and has to take into consideration the need for military standards and its unquestionable legitimacy. This type of acceptance, of course has to exist side by side. Because of the differences in perception of civil and military population it is quite difficult to judge the issue of civilian control (HOLLÓ 2003). For example, it is a great dilemma; how to reconcile such a kind of military that is strong enough to do anything what civilians ask them to do. With such obstinacy, this is sufficiently subordinate to just do what civilians let them do (FEAVER 1996).[1] Can the quasi-secret military system, which is closed for the outside world, be more effective as an organization? Does the subordination for the social will, the co-operation with civil society weaken the army or not? Alternatively, does it just establish a shift of the emphasis in the organization as a whole, or in terms of its functionality? May they even have a reinforcing effect?

A kind of mental change can be detected related to the civil control of the armed forces, compared with the former Hungarian soldier society characteristics. The recognition that the controlled are under control as well, at different degrees (political control under a type of social control), has been replaced with an adaptation for the requirements of the civil control. The previous confinement and seclusion efforts of the armed forces were changed with a partnering behavior. In addition, beside the national interests, the international ones are also motivating. Motivating to be open to the civil society is also indicated by the expectations of NATO (North Atlantic Treaty Organization), which our country has to fulfill. Previously, most of the conscripted staff were only soldiers, they were good solely at the army profession. Due to changes in the army

[1] Feaver, Peter D. (1996.) in the work of „The Civil-Military Problematique: Huntington, Janowitz, and the Question of Civilian Control" the question arose related to the United States of America's (USA) civilian and military relations.

structure and their age, those who had doubts and lack of trust left the army career. Others, who remained to continue their army career, adopted the new kind of approach, accommodated to the new structure. Young age professionals grow together with the new aspects and structure (HOLLÓ 2003).

Nowadays, related to the functions of the national military, it is an essential question, how far the national military is supported by the society, or if this support is not broad enough, how we should build up or reorganize the structure and function of military. Because of the decrease in the number of military organizations and because of the requirement to meet with the challenges of the modern age, knowledge-based military conception is conceived (EDMUNDS 2006). To reach the optimal use of the potential abilities for the staff has to go together with organizational rationality. The staff have to feel, from both the side of the military and of the society, the loyalty and appreciation toward them. From the point of view of the organization, it is also important that the military organization is aware of the members' career, the operation of the organization, and also opinions related to the process taking place inside the body. If any difference can be recognized between the daily practice, and the strategy and goals of the Human Resources of the Armed Forces, it means there are some problems in the system. Such problems may cause the weakening of the organizational ties of the staff to the system. The organization requires efficiency of the human resources activity, with the main goal to result in a predictable career vision with calculable progress for its members (KOLOSSA 2009).

2. NETWORKING WITH SOCIETY BY PATRIOTIC EDUCATION

In Hungary, the support of military affairs came into the focus by its NATO accession (in 1999), which also generated increased international engagement as well. The two contexts together recall some social expectations as well. In addition, a third factor, a legislative decision also drew the attention for the national defense. It was the decision which reshaped the army structure from a conscript-based to a professional military force. Ceasing the conscript-based, armed forces, the military's embedment into society was terminated. It is important factor, because in defense, basically every family is involved, especially the young men. While this kind of wide spectrum relationship no longer exists between the civilian and military spheres, social forms, and civil life issues in relevance to home defense changed (VARGA 2010: 2012).

After the changes of the regime in 1989-1990, the school-system became apolitical. The content of moral education was changed. Educational tasks ignored patriotic education and they were completely erased from the strategic educational-teaching documentation as well. With this, there is a total lack of

patriotic education in the core of educational and training process in the system. An unfortunate shortcoming is especially the lack of the educational function of defense, which previously had national traditions. It was justified with the abolition of the compulsory military training and with the privacy law of the youth. The elimination of the military college system had more financial and efficiency based causes in the background. Because of the lack of the conscript-based military forces and secondary school military education, an enormous gap was created between the society and the military segment. Due to the elimination of the military secondary schools, basically the 3 to 23 year-old-age group does not get any information about the Hungarian Armed Forces. This gap needs to be filled with the implementation of patriotic values into curriculum from preschool education until college (NYÍRI 2011; HAJDICSNÉ 2012; HAJDICSNÉ–CZANK 2012).

In the liberalized societies, which were producing a mass of alternative pedagogical trends, diversity, libertine of opinion-expression without restrictions gained ground. At the same time, discipline, morality, sense of duty, even the spirit of camaraderie were overshadowed.

The „Military School" program, initiated by the Hungarian Armed Forces, is an excellent opportunity for mediating the universal and national values. Military education and its social relations have an essential role in forming the national identity (NYÍRI 2011). Because of the reorganization of the army, the suspension of conscription, the elimination of the military colleges, justification of the revival of military education and military's social relations was evident. However, the way is different from the former institution of conscripts. The „Military School" program wants to fulfill the gap between military and society at an age level which is very reasonable to the military education. We see that in military training in ancient Sparta, the medieval knights' education, the military colleges in Hungary or the schools for military henchman, the military career orientation started at childhood, or at a young age. The cause to start at a young age is efficiency (FINÁCZY 1906, 1926; MARTINKÓ 1996, 1998; HAJDICSNÉ–CZANK 2012). Can we assume that a part of the youth age group has interest in defense issues (VARGA 2012)?

3. „MILITARY SCHOOL" PROGRAM AND MILITARY ORIENTATION COURSE

We can find various examples in Hungarian history for different types of military education. In the 19th-20th century, there were nearly fifty institutes of military education working in our country (like secondary school, cadet school, military and vocational schools, military college) (MARTINKÓ 1998). Without going into detailed description of the above-mentioned institutions, we can

claim that in our country, military education has a great historical tradition. Even though nearly fifteen years after the transition of the political regime in 1989-1990, the still resisting military secondary school and college system were completely abolished, the seeds of military education remained; they failed to be wiped out. Although the institutions providing military education did not exist any longer, and the former sense of military education disappeared, a new initiative to smuggle patriotic values into the education system and curriculum set off. After the initiative of the Ministry of Defense, in 2005 the "Military School" program was launched. Its main aim was to shape the approach, besides raising the awareness of 12 to 16 year-old-age young individuals for healthy life, discipline, education, defense, military career, and importance of contact with the civil society. The visualization of patriotic education in the National Curriculum served the purpose of shaping the society, the society which loves and respects its country (HAJDICSNÉ 2012). Within the framework of the program, practice centered workshops, barracks visits, summer camps are implemented, which are to help young people to learn more about the Hungarian Armed Forces and about the military profession. It could be a question about the "Military School" program if it is has an expandable or a deepening purpose. Is the goal value creation, opinion shaping, or preparation for secondary or higher level graduation (VARGA 2012)[2]? The program generated attracting interest in the society, and its success is still ongoing and uninterrupted (FEKETE 2013).

Nowadays, protecting the nation is based on voluntarily professional soldiers. Nevertheless, it is an important social interest that the case of national defense, reach the whole society, not only the professional layer. Within the population, military education is especially important for high school population. In the year 2005, military education appeared again in public education. Initially, the subject of military basics in the curriculum was a facultative option; then lessons, later a graduation course were built in the curriculum by the secondary schools on voluntary basis. The aim of the course is to introduce high school students to the need of national defense, the elements of military system and the citizens' defense-related obligations. Different elements are included in the curriculum: history, geography, health education as separate subjects. Students should be able to give an account of their knowledge both in writing and orally, and be able to use military terminology properly. For teachers, to be able to teach the subject, a 60-hour-course is attached. Moreover, a high level, further

[2] The expansive and intensive question can be asked at the social connections on other levels as well.
More civilians have to be involved in the relations with the armed forces or more qualified professional solders are needed. (Varga 2012)?

training is part of the education plans at NUPS – National University of Public Services (NKE: Nemzeti Közszolgálati Egyetem). At present, the subject is thought approximately in fifty high schools across the country (VARGA 2011a; HAJDICSNÉ 2012).

4. MILITARY EDUCATION AT GÁBOR DÉNES ELECTRONIC SECONDARY TECHNICAL SCHOOL AND STUDENTS HOSTEL

Gábor Dénes Electronic Secondary Technical School and Students Hostel (hereinafter GDESTSSH) is seated in the former Electrician Warrant Officer Training School. The building complex is located in the neighborhood of the Kossuth Barracks, which created an opportunity for the cooperation. GDESTSSH joined the "Military School" program with the support of Debrecen City in 2009. From the academic year 2009, there started a framework in the institution for a facultative study group of military basics. The study group received assistance from the soldiers of the Hungarian Defense Forces, 5th István Bocskai Mechanized Infantry Brigade. Within the study group's educational framework, theoretical and practical sessions have a fifty-fifty ratio, with a wide range of subjects, like: military terrain study, arms and weapons, military regulations, formal occupation, melee close quarters battle (CQB). The institution and its enthusiastic students were involved in a growing number of military programs. From the year 2011, the subject Military Basics was displayed at the institution. Great interest was shown toward the subject; therefore, from September 2011 option changed for classes, and then an optional graduation course was introduced. From the academic year 2012/2013 military education gets included not only in the school curriculum but it transcends the boarding school as well. With its unique education system in the country, from the academic year 2013/2014 the complete institution has been under the maintenance of the Ministry of Defense.

4.1. CHARACTERISTICS, ACTORS, INTENTIONS

GDESTSSH as an institution can be characterized by average indicators – related to the learning effectiveness, consistency of the infrastructure etc. According to its characterization and indicators, intentions coupled with a monumental plan to be the first national military educational institution. Naturally, the changes are bringing infrastructural improvements, increasing the level of the academic and educational work. The level would be higher, while students were involved to live a military lifestyle with rigorous behavior rules and time management (FEKETE 2013; MADARÁSZ 2013).

The idea of the evolution of the institution to a specialized military education school was conducted on several levels. Successful graduate students of military boarding schools could become productive senior officers and generals. The General's level is high enough for decision-making in order materialize an idea, with the adequate decision in the background. The nostalgic frame of mind for the military boarding school was also a generating element forming at this level. Alongside, forming the Military School program, the Hungarian Defense Forces, 5th István Bocskai Mechanized Infantry Brigade commander and director of the GDESTSSH were in contact with the local authorities, playing an important and active role to organize and realize the institution. The national-scale initiative has earned the support of the responsible officer in charge at the Ministry of Defense, who became a flag-bearer of the program, and supported the implementation of military education and military schools in practice.

Between the Local Government of Debrecen City (hereinafter: Debrecen City's Local Government – DCLG) and the leadership Hungarian Armed Forces 5th Stephen Bocskai Infantry Brigade an agreement was born about the actual curriculum of the military education in the primary and secondary schools. The need of the analysis also got an important place in the agreement and document, which was carried out by the organizations concerned. As a result, Debrecen City's twenty-eight elementary schools launched extra study groups after the obligatory classes for military and defense education. Afterwards, negotiations started with more secondary schools to initiate the education, classes, and study groups of military basic skills. The participating schools competed with each other to involve as many students as they could in the military educational program (NYÍRI 2011). Meanwhile, due to the economic , the local government intends to discard the maintained schools and boarding institutions. Despite the bad financial circumstances, the Ministry of Defense indicated their claim for Debrecen City's Local Government (DCLG) about the need for GDESTSSH.

The Ministry of Defense and Debrecen City's Local Government (DCLG) had an agreement about their cooperation, which contained a statement as well. This Statement of Intent included the transformation plan of GDESTSSH for the military education institute. Joint maintenance of the military school in 2012/2013 academic year was laid down in an agreement on 26 October 2011. The contract also had a provision stating that in the academic year 2013/2014 the power of maintenance and operating rights are in the hands of the Ministry of Defense, and the Local Government shall not obstruct this in any way. Conditions for military and defense education operating in GDESTSSH had to be implemented primarily under legal terms, but also to provide its financial, material and personnel basis. The amendment of the Public Education Act of 2013

paragraph 36 contains the derogations of general rules applicable to exceptional conditions for law enforcement bodies (Act LV/2013).

With this opportunity, the door is open for an educational institution based on high-quality work, with patriotic and traditional values, and where the primary purpose is not to shape soldiers but to educate young men with a professional profile of skilled, versatile and patriotic professionals. That was the institution's original professional aim. The teaching staff and employees of the institution accepted the transformation with varied enthusiasm. Beyond that, they will have to implement the every day circumstances into the institution's educational elements; they will also become active participants of the changes. Soldiers perform active teaching and educational work with undiminished enthusiasm and zeal; they do their task fervently in order to see the rebirth of military education.

Similar determination motivates the students in the first grade receiving their military education. Although the initial dropout rates are far greater than in the previous years, the personnel are optimistic. The daily routine of the boarding school pupils is different depending on whether they attend the military education or not. Regulations for the students at the military education area are more emphasized compared to the population and rules for the other residents. Boarding school students and the rest of the pupils live by double standards, entirely different from each other according to their daily agenda and of their lives within the walls of the same institution. Very different motivational mechanisms work behind the transformation process. These mechanisms could work synergistically, i.e. strengthen each other. Accordingly, there is an institution whose professional profile and low number of emission always has its fight to stay alive. Moreover, to keep the profile and add the low number of emission is very expensive. For the funder, financing the institution could be a problem, but for Ministry of Defense, the position of the object and proper professionalism are advantages. Thus, the admission of the new defense education program gives satisfaction to the leadership of the institution, as well as the military leadership. The teaching staff were at first not so enthusiastic about a possible military training, but at least viewed their position to be more stable. Even students and their parents explicitly considered useful the character of the new type of education. They are all of the opinion that military education provides positive effect on students' lifestyle, and for character shaping.

4.2. PRINCIPLES

The 2012/2013 academic year would start with the so-called "Frog Camp" (Rookie Camp), held for the future ninth-grade pupils. The objective of the one-week camp is to give an introduction about the GDESTSSH for those potential

students who will join the institution for four years. The clear and stated intention of the camp is to select among students, to face with their inadequacy as early as the zero-week. Unfortunately, it did occasionally occur in previous camps. New requirements of defense education are primarily for teachers and upper-grade students, to create new life circumstances for them in an ordinary environment. For military persons and students, the ninth grade begins with novelties. Even at the physical fitness test (which has not yet been legally verified), we can see that the students have good potential, but they do not have higher intellectual abilities than the previous grades. While student accommodation would be specifically required for defense education, to make it obligatory has legal obstacles. Despite all the setbacks, the vast majority of ninth-grade students begin their daily routine in a specific student environment.

Both civilian and military educators are jointly engaged working with boarding students in their college life. However, the activities are usually carried out in independent batches, in the following way: in the residential area, there are two military educators in charge, while soldiers teach Military Basics at the school area. Boarding house life begins with waking up at 6:00 a.m. and after fifteen minutes of personal hygiene, students participate in morning workout starting 6:15 a.m. The workout is conducted by the military educator in charge, who arrives at 6.00 a.m. and is on duty until dismissed by the afternoon shift at 2:00 p.m. The workout is followed by breakfast, and dorm inspection. The boarding students' daily schedule in the majority of the cases is handled by soldiers. The other 130 pupils are under the responsibility of a civilian educator until 7:45 a.m. During the time of classes, there are no military personnel on the premises, provided that there are no Military Basics classes. The military educator is replaced at 2 p.m., after the class batch and lunch. The afternoon shift educator assigns military activities (such as close combat battle, shooting, physical training, marching, and theoretical military skills) to the boarding students. These students, as opposed to the others doing the regular curriculum, cannot leave the institution during the whole week.

Military education means great changes primarily in student lifestyle in their boarding circumstances, where soldiers are in charge. The civilian educators generally do not stand by passively, and the soldiers tend not to let go of their own control. In a qualm situation, in order to settle common values, the civilian leadership generally supports the military educators' opinions and values against the civilian educators' standpoint. The differences between the two attitudes can cause frictions during the daily practice of education.

Due to the fact that boarding school military pupils and the regular students essentially live their life according two different schedules, these sometimes come into conflict with each other. For instance, military curriculum students

have a line up while the regular students spend their free time. Alternatively, the regulars have quiet time for studying, and while the military ones have to act on commands. It is not uncommon that soldiers sound the tattoo loudly while some of the regular students are already asleep in their room. Despite the fact, that students at military education have no leave on weekdays, they are short of quiet time and time to learn. The parents of the students can essentially be divided into two opposing groups: one group complains about the lack of leave, while the other about the lack of learning time.

It is worth to mention the upkeep and financial background of the institution, being under authority of the Ministry of Defense. The modernization of the institution and boarding school is carried out floor by floor every year. The technical tool-park of the institution is also constantly developed. The Hungarian Armed Forces supply students with tailor-made uniforms, and occasionally they give out a Battle Dress Uniform (BDU) as well. The military equipment and tools are obtained from the warehouse of the neighboring brigade, to which they are returned after use. The Ministry of Defense takes care of student and staff catering, as well as of the school's public utility bills and wages, which are also on the MoD's budget. Although this budget does not make a significant share of the MoD's overall financial expenditure, compared with Debrecen City high schools it is probably the most plentiful.

4.3. CONSEQUENCES OF THE RESULTS AND A FUTURE VISION

The institutional documents (Bylaws, Institutional programs, Organizational and Operational Pedagogical Rules) incorporate the values of the military education system, but do not contain a detailed description of the students' lives or coordination of educational and military activities. The basic reasons for the lack of chiseled details can be sought in a different legal status of the former students of military schools. Officially, they were military students for three years, and in the fourth, they took the military oath and became soldiers.

The pupils of GDEMSZK are students in terms of their legal status, and since they are only 15 years old, they are seen as children rather than adults, having child protection rights and obligations, alongside with the requirements of the educational organization. In practice, it means that although the institution and its program are based on military rules and patriotic values, and the daily routine follows a military regime, educators have to face the fact that the trainees are children, whom educators are not allowed to order or to allocate certain types of tasks. Instead of commands, they have to request, instead of real military preparations, they mainly practice the basics of movements through sport and other,

non-military forms in their daily routine. Nevertheless, we are facing an unmatched story, coming from the nature of the institution and its boarding school features. Military boarding schools are usually based on commands and rules, which is necessary for effective implementation of the special requirements. However, for students applying to GDEMSZ, it has not yet legally been solved how to implement the rigorous physical requirements, so a physical aptitude entrance test should be introduced (in: KEMÉNY 1888; cited by MARTINKÓ 1998; MARTINKÓ 1996, 1998; A Gábor Dénes…; http://www.gdemszk.hu).

At the end of the first academic year, a conclusion can be drawn: defense education is rightly conducted within the walls of GDEMSZK, and both the students on one side, and the civil and military educators on the other, are capable of performing a good cooperation to reach common objectives. In spite of this, the atmosphere in the institution has changed dramatically in the recent past. Although there is rising interest from the outside towards the institution, a kind of hiatus permeates the corridors. Although the military students are very similar to the civilian children, the behavior of the former ones is slightly colder and they are more distanced from others. This kind of behavior derives from the discipline exercised at the school. It takes them much longer to embrace civil norms and behavior, because the soldiers in the military impulse inject such conduct into them with great force. It seems that first, they have been socialized as soldiers, and only then are they re-socialized for civilians. The soldiers want to shape them as military recruits, and accordingly, this is done in every segment of their daily routine with rigorous methods, in the form of commands. The daily agenda is based on two elements: the development of physical abilities, and the importance of learning time. At this point, there is an obvious incessant conflict between the military and civil values. In this constant clash, sometimes the civilian, sometimes the military values yield to force. However, in legal terms, these children are high-school students, so traditional values and the overall importance of learning are essential elements in their education.

There is no change in running the classes and the curriculum, thus the soldiers conduct training only within military subjects. The question of whether the subjects and the boarding school regime fulfill the expectations in the field of patriotic education can hardly be answered based on the experiences of the first academic year. At the same time, the increased military presence in the institution seems positive future vision, and military staff are selected among the best qualified individuals. Another 4-5 persons are due to arrive in the dormitory, which will enhance the military character of the institution and consequently raise uncertainty among civilian educators. The former military and civilian educators' schedule is constantly changing, which can be viewed as exploratory movements into a new system.

Fulfilling a variety of requests, military students appear at various civil and sports events in Debrecen and in other municipalities in the region and all over the country. Due to this active presence, the reputation of the institution reaches different parts of the country. The institute also holds an Open Day, which shows that the GDEMSZK as a model school alongside with defense education is highly representative in the whole society. The Hungarian Armed Forces intends to broaden active defense relationship with society through GDEMSZK and its institutional and the educational program. For example, the Open Day by the NCO Academy and neighboring brigades, as well as the entire Hungarian Armed Forces were presented to the visitors. During such events, the soldiers appear in front of the general public by advertising and promoting the military profession. On this basis, it seems the defense case today would not affect the whole of society in this scale, so there is no other way for the Hungarian Armed Forces than to implement its recruitment methods on the labor market as a whole (VARGA 2011b, 2012).

Although civil presence in military educational institutions was previously not tolerated easily, at the turn of the 20th century and on, military college education has acquired a different form and facilitated closer military and civil cooperation. In spite of greater or smaller uncertainties, the Ministry of Defense gave support for backing such an institution. In perspective, the MoD would accept to be the legal founder and owner of these institutions with full right of influence in its educational program as well.

Society has shown interest for this new profile of educational institution, which is primarily based on the number of applicants and in their results achieved in the entrance examination tests.

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Katonapedagógia: társadalmi kapcsolatépítés honvédelmi nevelésen keresztül

A kutatás célja a Magyarországon nemzeti tradíciókkal rendelkező katonai nevelés újraéledésének, a Gábor Dénes Elektronikai Műszaki Szakközépiskola és Kollégium honvédelmi szakközépiskolává alakulásán keresztül történő bemutatása. A kutatásban a katonai és a civil pedagógiai nevelés értékrendjének összekapcsolódása civil interpretáció segítségével valósul meg.

A katonaság társadalmi beágyazottságának mértéke nagyban függ a civil szféra és a honvédség kapcsolatától. Manapság nő a honvédelmi szervek társadalmi megbecsültsége, ugyanakkor a sorkötelesség felfüggesztésével és a középfokú katonai nevelés megszüntetésével a közvetlen kapcsolat meglehetősen beszűkült, annak ellenére, hogy szükség lenne a kapcsolatteremtés folyamatos bővítésére (MARTINKÓ 1998; JOBBÁGY–STUMMER 2010; VARGA 2012). Ennek a kapcsolatrendszernek a szélesítésére kiváló lehetőség mutatkozik a Magyar Honvédség által életre hívott Katonasuli program keretein belül megvalósuló hazafias nevelés segítségével (VARGA 2011a; HAJDICSNÉ 2012; H. VARGA–CZANK 2012).

A kutatás módszertani alapját az intézményben több mint 1900 órában végzett résztvevő megfigyelés és félig strukturált interjúk készítése és elemzése adja. A tapasztalatokat helyi dokumentumok, törvények, kormányrendeletek értelmezése egészíti ki.

A kutatási eredmények szerint az intézményátalakulás beváltja a hozzá fűzött reményeket, és kellő mértékű társadalmi és kormányzati támogatást kap. Eltérő mértékű azonban az átalakulási folyamat támogatottsága az irányítók, illetve a résztvevő, végrehajtó személyzet körében, amely a hétköznapok során is megmutatkozik.

Szakirodalmi háttérként elsősorban hazai szakfolyóiratok *(Képzés és Gyakorlat, Hadtudományi Szemle),* hadtörténeti írásművek, valamint a témához kapcsolódó szakdolgozatok és doktori értekezések szolgálnak.

Kulcsszavak: katonapedagógia, katonai iskola, katonai kollégium, katonai szolgálat, átalakulás

Vojna pedagogija: izgradnja društvenih odnosa kroz edukaciju iz odbrane domovine

Cilj istraživanja jeste da kroz primer transformacije Srednje elektrotehničke strukovne škole i kolegijuma Deneš Gabor u srednju strukovnu školu domovinske odbrane, prikaže revitalizaciju vojne edukacije koja poseduje nacionalnu

tradiciju u Mađarskoj. U istraživanju se spajanje vojnog i civilnog sistema vrednosti ostvaruje pomoću civilne interpretacije.

Stepen usađenosti vojske u društvo u velikoj meri zavisi od odnosa koji se ostvaruju između vojne i civilne sfere. Društvena cenjenost odbrambenih organa je danas u porastu, istovremeno ukidanjem redovnog služenja vojnog roka i prestanka vojnog obrazovanja srednjeg stepena neposredne veze su poprilično sužene, iako bi bilo potrebno kontinuirano proširivanje ovakvih odnosa (MARTINKÓ 1998; JOBBÁGY–STUMMER 2010; VARGA 2012). Za proširivanje sistema povezivanja se kao idealna šansa pokazuje patriotsko vaspitanje koje se ostvaruje u okviru programa vojnih škola specijalno razrađenog sa strane vojske Mađarske (VARGA 2011a; HAJDICSNÉ 2012; H. VARGA–CZANK 2012).

Metodološku osnovu istraživanja čini aktivno posmatranje i izrada, odnosno analiza polustruktuisanih intervjua u ustanovi, što je u trajanju iznosilo više od 1900 časova. Stečena iskustva se dopunjuju interpretacijom lokalnih dokumenata, zakona i dekreta vlade.

Prema rezultatima istraživanja preobražaj intstitucije ispunjava preliminarna očekivanja i uživa dovoljan stepen podrške društva i upravnih organa. Različit je međutim stepen podržanosti procesa transformacije sa strane rukovodećeg, odnosno izvršnog kadra i učesnika, što se pokazuje i u toku svakodnevnog života.

Kao stručna literatura poslužili su prvenstveno domaći (mađarski) stručni časopisi (npr. *Képzés és Gyakorlat* [Obuka i vežbe]*, Hadtudományi Szemle* [Vojnostrateški pregled]), vojnoistorijska dela, odnosno studije i doktorske disertacije koje su vezane za temu.

Ključne reči: vojna pedagogija, vojna škola, vojni kolegijum, vojna služba, transformacija

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