

**Issues on Renewal of the Planning and
Content of the Training at the Defense
University**

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The political and social transition that has swept through Mongolia since the early 1990s has driven as well the reforming of the educational system of the country to meet the new social needs and requirements. These reforms also apply to the preparation of defense personnel which is an integral part of the country's educational system.

Mongolian military academies and colleges and the content and technology of their training and research activities had been established and modeled on their counterparts of the former Soviet Union. It should be said that the curricula of preparing specialists in particular had been designed to produce personnel with pure military specializations.

Therefore, adjusting the system of preparing officers and enlisted to meet the requirements arisen due to the new internal and external environment of Mongolia and adapting it to the new circumstances created by the transition to democracy as well as social and market economy relations have become pressing issues within the military reform.

Based on the aforesaid, the Defense University of Mongolia has made an assessment and modification in the content and technology of the training and research to make its model similar to those of the national universities and colleges as well as defense and military academies and colleges in developed countries. The beginning of the implementation of a special program that defines approaches and phases of activities to organize the university into one that prepares personnel capable of meeting the needs and requirements of defense agencies, the Armed Forces and public services have an important place in the policy of the military reform.

Within the framework of the reform, the mission of the university has been defined as the following: "To prepare state servants and commissioned and non-commissioned officers who

- Respect and value highly the national vital interests and historical and cultural heritages;

- Have a high sense of patriotism;
 - Are morally and physically sound and courageous;
 - Are loyal and honest to the state and military service;
 - Are highly educated in civilian and military affairs and professionally competent;
- and to conduct defense research and scientific works of high quality.”

Based on this mission, the strategic goals of the activities of the Defense University have been outlined as followed:

1. To properly determine the structure, organization and technology of activities, to bring the management to a higher level, and to establish an effective system of conducting academic and military training, research and scientific studies as well as an effective system of running cultural and social activities and events and of organizing military service and logistical support.
2. To renew the content and technology of the training, to establish and maintain conditions supportive to produce highly knowledgeable and educated personnel that meet the present and future needs and requirements of defense organizations and Armed Forces, and to redefine the focus and direction of scientific works and research and increase the effect of their products.
3. To establish a financial and economic mechanism to support the training and sponsor research, and to bring the training and learning environment and the logistical services to the required levels.

Conforming to the mission and strategic goals, changes have been made in the table of organization and personnel of the university, thus, generally taking first steps to make it similar to the models adopted in other democratic nations.

Within the framework of reassessing and modifying the content of training military personnel, many sequentially organized and planned measures have been carried out. While conducting such measures, we consider it important that the major focus in such efforts is to be oriented in preparing personnel that obtain a broad intellectual foundation, think creatively and critically and make sound decisions, have the ability to pursue continued educational development, possess their specialties to the required

standards, demonstrate their loyalty to the country and profession of arms, and are fit physically.

In light of relevant international educational trends and assessment results which place different requirements on military personnel, the Defense University of Mongolia focuses more on giving a strong educational foundation in areas such as computer, technical and technological sciences, foreign languages, mathematics, physics, chemistry, administrative management, economics, and law. The education the graduates acquire should be more liberal, identical to or in some respects, more than that of national universities and colleges. This requires that cadets pursue military courses in conjunction with the academic curriculum. Thus, after a military career and retirement from the military, the graduates of the university can easily convert themselves into public service or private businesses in the capacity of their acquired specialties. Only in this way can the university take its position in this time of dramatic social, political and economic changes and fulfill its objectives and goals.

All these have led to drawing close attention to developing the right curricula. The curricula reflect the main idea that the content of the academic and military training should be phased, integrated and cohesive; give fundamental knowledge and skills in technical, technological, humanitarian, social science and military disciplines essential to execute duties and obligations; and be directed in cultivating a high sense of military service and Mongolian citizenship and building psychological and physical stamina.

While making the content of the curricula more humanitarian and reviewing and improving the content of course standards, programs and syllabi, the Defense University has increased hours of instruction for courses such as national security, state defense policy, fundamental issues on military strategy and tactics, civil law, international relations theory, marketing, essentials of management, foreign languages, computer, technical theory, physical education and others.

One of the important issues in reviewing the entire educational system is recognizing the need for information and improving the quality of the computer and information training. Some efforts in this respect have been carried out, including establishment of a department of computer science as well as instructional computer laboratories, setting up a campus network, linking itself into the network of national universities and colleges and of the

Ministry of Defense.

Within the framework of improving the system for continued educational development, periodically reviewing and improving the system of organizing qualification upgrading, retraining, refresher and different specialized courses for officers who serve in military installations assume a special importance. Moreover, it is deemed necessary to form and provide the officers and enlisted, who have purely military specializations, with the possibility to obtain skills and knowledge that enable them to be employed in a civilian sector after they retire. Therefore, we pursue the policy to intensify a distance-learning program and a correspondence or part-time training to educate and specialize the officers and enlisted that are stationed in remote military units.

An introduction of new forms into the content of the training, a specification of the approaches and ways of teaching in depth the fundamental concepts and principles of scientific disciplines and direction to possess (employ) a modern training technology are of much importance to improve the system of preparing military personnel. The process of teaching major scientific concepts and principles is more difficult and complicated than setting the content of the training. In this perspective, training technology may be considered as an art. As we understand, only by delivering the training technology at the level of art can cadets acquire a deep knowledge of scientific information and later turn the knowledge acquired into practical skills.

Implementation of the new curriculum does not give the desired effect. Although the learning environment is a cadet centered, cadets acquire the content of the courses at the level of art through the teachers. That is why we have saying “The disciples’ knowledge comes from the teachers.”

The teachers who participate in preparing the XXI century military leaders must have a breadth of outlook and range of interests, possess sufficient knowledge of methodology to teach major scientific principles and concepts at the level of art, be willing to try out fresh approaches and techniques, be innovative, have an encouraging manner towards cadets, have friendly relations with the cadets and their colleagues, have a sense of aesthetics, explore and reveal the potentials of cadets, seek for continued professional self-development, be aware of traditional pedagogical knowledge, display sound judgement and good sense, and understand the specific characteristics

of preparation of military personnel. Therefore, we pursue the goal to continually support at each level of management a policy which aims to further develop professionally competent and skilled teachers, to increase the productivity of their work and to improve their social guarantees.

Research and scientific work play a decisive role to effectively implement the efforts in improving the system of preparing the military personnel. Defense research institutions conduct research and study in such areas as defense policy studies, theories and strategies of warfare, military history, concepts and principles of technologies and systems, innovations and experiments and others. In addition, they respond to many critical issues of state military policy to include, for instance, the social, economic, military and strategic rationale of maintaining of small and capable Armed Forces, civilian oversight over the military, regional defense systems, reviewing and reforming the military jobs, developing the military qualification standards etc. Therefore, the defense research organizations support the military educational reforms by the outcomes of their scientific efforts.

In light of its support of the reforms in the defense sector, the Military Research Institute at the Defense University has changed its name to Institute for Defense Studies, and the scope and extent of its activities have been expanded. Hence, in addition to research and studies in the field of defense, state military policy and military science, it has started to conduct studies in some academic disciplines, including technical sciences.

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