

Some Issues on the Development of the Fundamentals of Principles of Defense Education

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Abstract

The process of global reunification is intensifying. There is a need for example, for perceptions of borders, security, and livelihoods are change dramatically. In fact, the goal is to implement a comprehensive policy to provide defense education to the people. This article aims to provide the fundamentals to formulate principles of defense education. The issue of educating citizens has been explained in the context of pedagogy and psychology, but this is which does not meet the needs of the new century. The progress of human society and the evolution of science and technology require us to keep pace with many things. We are beginning to lack a concept for these changes. In particular, the nature, design and content of a new generation's education that meets the interests of each country are being discussed. It is important to consider them systematically at the scientific level and to explain the patterns of education. Nations also believe that educating and nurturing their citizens is the key to ensuring the country's internal security. The vital goal of the country is to thoroughly study and develop the theoretical and methodological basis of defense education (Baasanjav & Khalzan, 2022).

Keywords

Education, Policy of Education, Content, Principles, Scientific Basic, Defense Education

1. Introduction

Defense education will play a key role in strengthening the unity of basic national

interests and building the mental and physical immunity of the Mongolian people.

The main content of defense education is to prepare citizens who have a sense of patriotism, proper mental and physical upbringing, and education. In other words, it is to instill a patriotic spirit in Mongolians. National consciousness plays an important role in the development of patriotism.

It is time to develop and implement a new system of defense education theory and methodology, to prepare a new century of Mongolian citizens with a mindset that can defend the country at any time. Mongolia's military education system has been developed and used for the centuries to meet the needs of the society. Only in a global environment, there is a need to develop a content of defense education that meets the needs of Mongolian society. For example: on the need for education and training for military education: In line with the social changes of the new century and the development trends of philosophical theory, there is a need to develop a concept of the philosophy of defense education and its conceptual core formulation. The process of globalization has spread to all spheres of society, and the external and internal environment has been changing rapidly, has always reminded us to anticipate the future and thus increase the defense capabilities of countries. (Baasanjav & Khalzan, 2022), Military education plays an important role in educating citizens in the defense of the country's independence and security. It is important to study the process that formed the basis of modern military professional education in our country. (Orkhonchimeg & Ochirsuren, 2022), The religious and military relations of the Bogd Khanate of Mongolia in the early XX century are one of the topics that need to be studied in detail. It is important to study the influence of religion, especially Buddhism, on the history of the Mongolian military forces based on archival documents and sources connected with the religious and military relations of the Bogd Khanate of Mongolia. (Orkhonchimeg et al., 2021), Higher education training institutions play a key role in the education and attitudes of future leaders and scientists. Due to high demand in high qualified specialists, it is vital to create policies to develop and classify universities as well as institutes, create national and rural development models. Based on international and Mongolian best experience of e-learning and distance learning, it is necessary to do research to introduce open education and open-source of education to higher education institutions, taking into account the specific circumstances of Mongolia. (Baasanjav et al., 2021). We have clarified this issue as an article considering new system of Mongolia's defense education has not been published yet. Therefore, this article considers the issue of how to develop a framework of the principle for the content of defense education. Therefore, this article considers the issue of how to develop a framework of the principle for the content of defense education.

2. Materials and Methodology

The relevant sections of the Philosophical Dictionary, the Law on Defense of Mongolia, and the Law on Education are compared and commented on. The principled basis for the development of the new content to be studied has been

clarified from the point of view of the method of research and its internal basis and reasons.

3. Result Processing

Creating a better understanding of the concept of defense education in peacetime will make it easier for citizens to participate and support in times of crisis. At any time, if the development of weapons and technology is not enough, if the people's defense is not at a sufficient level, and if there is no respect view, it will negatively affect the security of the country. The sincerity of the people for their homeland is a reliable force for defense.

The inclusion of defense education in the inner nature and mental development of the Mongolian people will have an important impact on national security. By recognizing the mental and emotional strength of the Mongolian people and combining it with physical education, we will form a universal value for the protection and security of the state. This can make a big difference in the way to provide mental and physical development (Baasanjav & Khalzan, 2022).

The content of defense education consists of two parts: First, theoretical preparation of the basic concepts of explaining professional activities, legal theory, and conditions for acquiring professional knowledge to explain to cadets and students; Second, practical training for the students to acquire the skills and practical knowledge required to conduct a professional activity. In this context, the following issues related to the defense and education sectors and social partnership are emerging. These include:

- Improving the quality of defense education content, curriculum and training programs;
- Define the goals and conditions for planning and implementing the specialization and basic professional skills to be developed for the students at that level;
- Provide defense education orientation in the training content and level succession based on general and vocational education;
- Mandatory study and training periods should be specified in accordance with the student's demand and the employer's order;
- The phase training of defense education teachers;
- Organize and implement practical training;
- Determining the job needs and social status of graduates with an appropriate level of defense education;
- Establish a system of phase learning, on-the-job and in-service training.

The content of defense education depends on the following things. These include:

- social needs and educational goals;
- speed of development of science, technology and innovation;
- age characteristics of students;
- level of development of pedagogical theory and practice;

- quality of education, school culture and teaching skills;
- environmental standard and financial capacity of schools (Baasanjav & Khalzan, 2022).

Education is the process of systematically providing the culture and needs of human life that have been created for multi-years. Education has already become our living environment. In the future, the basic needs for a peaceful and healthy life will depend on how education is provided.

One special thing about the pedagogical features of defense education is that the content is taught in many stages. For example:

- ✓ The initial stage of developing scientific knowledge is to see the scientific view of the world for individual, behavior, military and security knowledge, skills and practices.
- ✓ The stage to develop a common approach to cognitive transformation and provide the necessary knowledge about the military and defense.
- ✓ A comprehensive competency based on the knowledge gained from below two stages.
- ✓ A stage for acquiring not only material and intellectual values but also a wide range of cultures.
- ✓ The stage of developing a unique individual's mind by combining the openness and continuity of intellectual values. For example, it can be assumed that defense education for any person is based on the principles of **primary education** → **maturity** → **professional competence** → **culture** → **intelligence**.

Considering these interrelated stages as a whole system, the defense education system is a completely independent sub-education. On the other hand, it is theories and methods of defense education that are inseparable from other sub-systems.

We aim to provide a theoretical and methodological basis for defense education, and here we have considered the fundamentals to formulate principles of defense education.

The development of any education system is based on certain principles and concepts and also it pays off. Principles are the basis for scientifically defining the nature of phenomena and concepts. The Dictionary of Philosophy states: "Principles are the idea, the basic rules, source of guidance. In a logical sense, a principle is a key concept in a system that provides a basis for all phenomena in the industry". Thus, the principle does not indicate the beginning of any activity, but it is related to the final result, and constantly changing as the development of the science and society.

Article fourth of the Law on Defense of Mongolia states that the principles of defense activities should be reflected in the development of the content of defense education as follows. These include:

- prioritizing national interests;
- respect of law;
- integrated and centralized management;
- based on local protection;

- the armed forces are based on professional soldiers;
- based on a mobilization system with integrated management and planning;
- be unified and coherently coordinated;
- based on scientific and technological achievements;
- mutual responsibility of state institutions and citizens;
- respect for national unity;
- be opened (*Defense Policy Reform, 2019*).

The principle of defense policy is that “it is a source of an important regulator, and basis for defining the goals and content of state policy” (*Defense Strategy, 2017*). The nature and content of the principles of defense policy are determined by objective and subjective complex factors and have a long-term stability.

The Basic Principles of Education are set out in the Law on Education as follows. These include:

- develop education as a priority sector and keep it under state patronage and regulation and also state and public control;
- Education in Mongolia shall be humane, democratic, continuous and universal, and shall be based on the values of national and human civilization, advanced heritage and science;
- The methods and forms of education shall be varied, free and open to meet the needs, personal and developmental needs of the learner;
- Citizens shall not be discriminated against on the basis of ethnicity, language, race, age, sex, developmental characteristics, health, social origin, status, wealth, occupation, position, religion or opinion, and shall be educated in their mother tongue. Equal opportunities and conditions will be provided;
- It is prohibited to organize training in the field of religion, religious rituals and other activities with foreign funding and organization that have a negative impact on the interests of the society and citizens’ health and safety;
- equal treatment of educational institutions, regardless of the type and form of ownership. (*Historical Compilation of Legislation in the Field of Education and Science, 2014*).

In order to establish the principles and justifications for the development of the content of defense education, the principles reflected in the above-mentioned state laws and policy documents have been carefully considered, as well as the principles of defense education in other countries, including neighboring countries. For example, the Law on Defense Education of the People’s Republic of China sets out the specifics of the principle of defense education, emphasizing that defense education is a compulsory formal education for all and is essential for the training of citizens.

4. Conclusion

We have a distant goal to educate Mongolians in the 21st century to be well-rounded, humane, educated that can be used in accordance with the specifics of Mongolia, creative, competitive, safe, and patriotic. In order to achieve this goal, it is important to get to know Mongolians well and provide them with a

national defense education that suits their Mongolian character, habits, lifestyle, intellectual qualities, characteristics, needs, interests and abilities.

An important task is to formulate the theoretical and methodological basis for the formation of a hierarchical defense education system to prepare Mongolians based on how to build a Mongolian, the heritage and experience of Mongolians, and the methods and principles of Mongolian science that know people in all aspects. An analysis of the principles enshrined in the relevant laws and policies and the current requirements for military personnel (officers, commanders, soldiers) suggests that the above-mentioned provisions should be taken into account in developing the principles of defense education.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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