

On the Issue of Definition of Defense Education According to the Realistic Theory

Ulziikhuyag Baasanjav¹, Orkhonchimeg Khalzan²

¹Mongolian National Defense University, Ulaanbaatar, Mongolia

²Institute for Defense Studies of Mongolia, Ulaanbaatar, Mongolia

Email: ulzii677@yahoo.com, orkhonchimeg0713@gmail.com

How to cite this paper: Baasanjav, U., & Khalzan, O. (2022). On the Issue of Definition of Defense Education According to the Realistic Theory. *Open Journal of Philosophy*, 12, 452-459.

<https://doi.org/10.4236/ojpp.2022.123029>

Received: March 19, 2022

Accepted: August 19, 2022

Published: August 22, 2022

Copyright © 2022 by author(s) and Scientific Research Publishing Inc.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Open Access

Abstract

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. That the process of globalization has spread to all spheres of society, and external and internal environment has been changing rapidly, has always reminded us to anticipate the future and thus increase the defense capabilities of countries. This article attempts to explain the basics of Mongolia's defense education from the perspective of realistic theory.

Keywords

Realistic Theory, Defense Education, Philosophical Basics

1. Introduction

It is exceedingly important that the approach to security and national defense is based on military and defense theory and methodology. A priority for defense is significant changes in security theories, concepts and methodologies, research and risk assessment of threat trends, and research and development of methods to protect the country from future threats.

There has been little research on the content and methodology of defense education. It means: A comprehensive study of the content and methodology of defense education has not been completed yet, and some scholars have mentioned the results of partial research in their research articles and books. For example: on the need for education and the training for military education (Begz, 2019), (Khavkh, 2004), (Myagmarjav, 2019) on the formulation for a new defense education system (Baasanjav, 2007, 2009, 2017, 2019, 2020), (Shijee, 2019a, 2019b), (Soronzonbold, 2019a, 2019b), (Khalzan, 2019, 2020a, 2020b).

We have clarified this issue as an article considering new system of Mongolia's defense education has not been published yet.

The issue of educating citizens has been explaining 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. This article seeks to explain the nature of defense education from a realistic point of view.

2. Materials and Methodology

In an attempt to explain the nature of defense education from the point of view of realistic theory, the internal nature and causes have been clarified in terms of method of action research. In doing that, we tried to explain the inner nature of the Mongolian people, the development of their minds and intellect, and the reason why they were brought up to worship and educate by the example of a powerful leader. In order to clarify the issue, an analysis was conducted using sociological research methods.

3. Result Processing

From time immemorial, ancient thinkers have proposed their own ideas on how to provide education. For example, "The essence of Socrates' education is not to know things, but to know oneself and improve one's morals. He who knows himself well knows very well what is useful and what he cannot do, and acquires good human qualities with well-grounded training. The Roman philosopher Marcus Tullius Cicero also said that human virtues are not inherited by nature, but are shaped by the effects of education ([The Stanford Encyclopedia of Philosophy, 2021](#))." In other words, it is clear that the educating the citizens of the country as citizens of the society depends on the development and implementation of well-developed educational content and methodologies.

It is important that we clarify its theoretical basis in order to develop the content and methodology of defense education. The point here is to explain the nature of defense education from the point of view of realistic theory.

The theory that preaches about power is realism. According to this theory, the relations between political units (mainly states) lead to conflicts of interest according to the unity of opposites, and as a result, conflicts, crises, wars, and chaos between countries are eternal.

For realists, the ultimate goal of nations was to be safe in a hostile and chaotic environment. In view of this, it is provided that national security policies lead to self-defense of each country. Realists value military strategy, national strength, and diplomatic elements more than international law. They believe that future wars can be prevented not by legal institutions in a peaceful way, but by building a deterrent force against a potential aggressor state. Realism has a long history until it became a classical theory, and it has been enriched with various doctrines. Niccolo Machiavelli, Thomas Hobbes, Emerick de Vatel, and Karl von Clausewitz among the founders of this theory are the greatest representative of Middle-Ages, Renaissance, and Enlightenment. Let's take a look at Hobbes's view of security from these thinkers.

For example, in Hobbes's view on power, one's present wealth is the beginning of one's acceptance of the good of the future. Under the control of nature, there is a need to be wary of attacks that could come from anyone else. I need to be constantly vigilant, because someone else may want what I have. Even if I have nothing, I will not be free from fear. I can't be calm because other people may think I'm attacking them. Equality, scarcity, and uncertainty all take us from the administration of nature towards the administration of war.

Even if people are not in direct danger of attacking from others, they will attack other people to prepare for their future defense. People attack for following three reasons: first, to accumulate wealth, second, to maintain security, and third, to gain prestige (Pozdnyakov, 2001). It is a preaching of being strong in order to survive according to the laws of nature. We are reminded today that even if we don't think about security, we have to be careful, whether we like it or not, because the other person is thinking.

In Renaissance, Niccolo Machiavelli, Italian politician, diplomat, historian, and philosopher who is considered the father of modern political science, wrote "The Emperor" in 1513, an important source for the theory of political realism and a major subject. Machiavelli defined the subject of political science as government, governance, and the method of study as observation, formulated basic political principles, classified political processes, clarified factors influencing the dignity and power of the nobility, and mentioned the importance that politics were independently considered from morality and religion. It emphasizes the importance of class consideration, promotes the idea of national unity, specifies the schedule and functions of governance, and emphasizes the regularity, significance, and relevance of political action. He promoted the idea of national unity, outlined the schedule and functions of governance, and sought to clarify the patterns, significance, and interrelationships of political action.

According to Machiavelli, "...the only art that leaders should master is to learn the art of war perfectly. The country can be saved only by acquiring sufficient weapons and keeping the army ready for war from foreign aggressors as well as from domestic rivals." "Peace is a temporary concept and an opportunity to prepare the people, the army and the country's psychology for a new war

(Machiavelli, 2013).” He argued that the security of a country depends on the strength of the state and the military as well as the leaders who lead a country.

Then we have to think carefully about what was the hidden power that made Mongolians strong. A state is a process of seizing and maintaining power in a territory with a certain government and a certain population, and its strength is measured by the people’s average intellectual capacity and their ability to mobilize their material and intellectual resources. State power is a real opportunity to reach the level of economic, social, intellectual resources and development that can be mobilized to ensure social development and safe and peaceful living conditions in its scope and space. Space is an environment to live safely for human. For Mongolians, a safe space is considered as a place of birth, land and border of the country. The region and lifestyle made Mongolians have a strong connection to their homeland and state.

The reason for this was that the traditional way of life of Mongolians and the idea for homeland were united and then created a lot of power. We Mongolians have long considered ourselves as leader nations who got it from the heaven. Such a view and mentality strengthened the Mongols and created an ideological bond of special respect for the rulers and the state. From ancient times, that Mongolians have been strong and resilient in the face of potential threats is based on the ideology and upbringing worshiped a powerful leader and a strong state. This is the reason why Mongolians consider it to be the source of defense power.

However, there is no denying that the democratization which breaks down this power may have a fundamental negative impact on the mentality of today’s government, people and society. In other words, the internal capacity of Mongolians to defend themselves is gradually disappearing.

In the framework of the project on the content and methodological issues of defense education, we conducted a survey of total 1050 people from Ulaanbaatar, Orkhon, Dornod, Uvurkhangai and Khovd provinces to research about the development of patriotism, military and security education and its needs.

When we asked what the level of “knowledge and skills in defense” 61 percent the respondents said that they lacked the knowledge, skills and methods of defense (Figure 1).

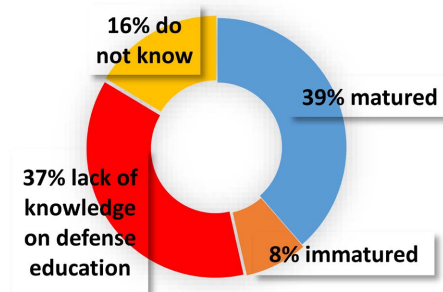


Figure 1. Knowledge and methods of national defense.

Therefore, it is time for us to develop and implement a new system of defense education theory and methodology to prepare Mongolian citizens of a new century with a mindset that can defend the country at any time. Our history clearly shows that Mongolia's military education system has been developed and used over the centuries when it has met the needs of our society.

In a questionnaire to determine whether there is a need to establish and implement a defense education system for citizens, 834 or 78.8 percent of the surveyed respondents considered it necessary. The results of the study "If you think it is necessary or unnecessary, please state the reason?" are shown in **Table 1**.

The study concludes that the changes in the mentality of today's Mongolian society as a result of social, political and economic reforms are positive, but there are many disadvantages. The change in the mentality of citizens depends in many ways on the change in the content of individual and social consciousness. Researcher B.Galindev said, "In today's Mongolian society, selfishness is predominant. The intellectual process, in which the social process takes into account many aspects of one's personal affairs and makes decisions, and which prioritizes the interests of society and individuals and parties, and chooses its words and actions, has faded...the state lacks the wisdom, ideology, moral education and practices to uphold the interests of society and the interests and hopes of its people" (Galindev, 2018). We are in agreement that the sides are blurred. In the social consciousness, the idea of the powerful and heroic struggle of the ancestors creates a mental immunity and becomes a further direction. In fact, we see that it is possible to raise awareness and develop this noble idea, which is lacking in today's society, through defense education.

Table 1. Research results.

Cause conditions	Frequency Percent	
	834	78.8
The youth are increasing harm to society and therefore they need a training on defense	12	1.1
It should be included in the university curriculum	40	3.8
It is important to provide civil defense education to the people because of inadequate education	12	1.1
It has the advantage of increasing the patriotism and education of citizens	12	1.1
It is the duty of every citizen to defend the native country	120	11.3
The content of defense education training should be included at all stages of training	18	1.7
The defense education system is not well developed	24	2.3
Youth values and education are poor	12	1.1
Total	1058	100.0

In connection with the above question, the answer to the question “what is the significance of developing and implementing an education system to provide citizens with knowledge and methods of defense?” shows following (Figure 2).

The similarity of respondents’ responses and percentage of the frequency of choices suggests that the education system, which provides defense knowledge and skills, not only enhances national security and defense capabilities, but also encourages citizens to play a role in the country’s development, military patriotism, such as the widespread promotion of good morals.

The following assessment is made of the level of development of the military and security education system in Mongolia (Figure 3) ((Baasanjav, Soronzonbold, & Khalzan, 2020) Basic issues of content and methodology of defense education).

Therefore, the first issue we need to develop is to make qualitative changes in the system of military training and education, to redefine the defense education system with the main goal of cultivating a patriotic and Mongolian personality, and to develop its content and methodology on a scientific basis.

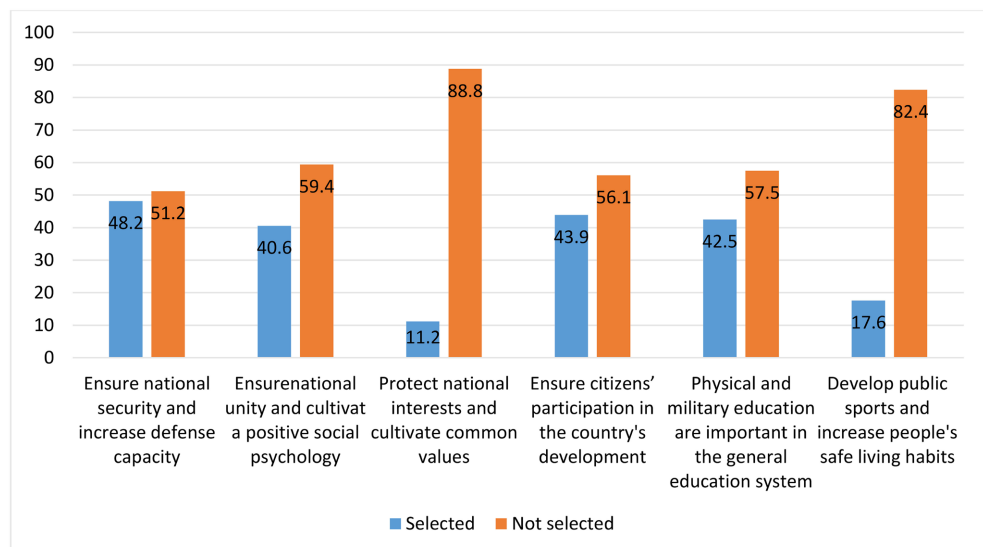


Figure 2. Importance of providing citizens with defense knowledge and skills.

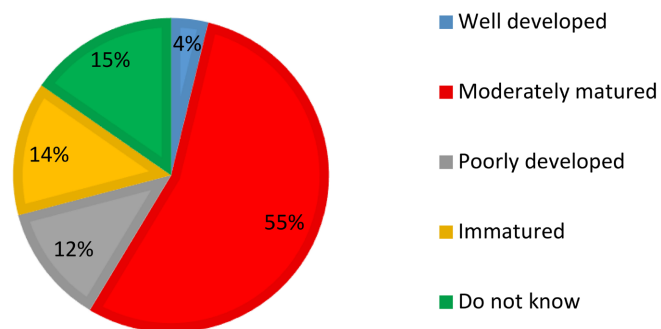


Figure 3. Development of the system of the training on providing military and security education.

4. Conclusion

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, 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.

Conflicts of Interest

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

References

- Baasanjav, U. (2007). Trends in the Development of Military Education. *Journal of Defense Studies*, 7, 14-20.
- Baasanjav, U. (2009). Defense Education and Its Needs. Government, Academy of Management. *Management Journal*, 1, 23-28.
- Baasanjav, U. (2017). Synergetic and Defense Education System. *Journal of Security and Defense Studies*, 24, 142-149.
- Baasanjav, U. (2019). A Systematic Approach to Defense Education. In T. Soronzonbold (Ed.), *Proceedings of the Scientific Conference on the Content and Methodological Issues of Defense Education* (pp. 7-14). National Defense University Publishing.
- Baasanjav, U. (2020). The Pedagogical and Psychological Basis of Defense Education. *Journal of Security and Defense Studies*, 28, 19-25.
- Baasanjav, U., Soronzonbold, T., & Khalzan, O. (2020). *Basic Issues of Content and Methodology of Defense Education, Project Report* (pp. 35-38). National Defense University Publishing.
- Begz, N. (2019). Methodological Issues of Implementing the Content of Defense Education. In U. Baasanjav (Ed.), *Proceedings of the Scientific Conference on the Content and Methodological Issues of Defense Education* (pp. 15-17). National Defense University Publishing.
- Galindev, B. (2018). Status, Changes and Future Trends of Current Mongolian social consciousness. In O. Khalzan (Ed.), *The Role of Human Mental Factors in the Development of Today's Society* (pp. 3-7). Toto Press Publishing.
- Khalzan, O. (2019). Principles and Bases for Developing the Content of Defense Education. In U. Baasanjav, *Proceedings of the Scientific Conference on the Content and Methodological Issues of Defense Education* (pp. 57-63). National Defense University Publishing.
- Khalzan, O. (2020a). Guidelines for Defense Education of the People's Republic of China. *Tsats Journal*, 16, 32-36.

- Khalzan, O. (2020b). Principles of Defense Education of the People's Republic of China. *Journal of Educational Studies*, 1, 28-32.
- Khavkh, N. (2004). *Philosophy of Education*. Bit Serves Publishing.
- Machiavelli, N. (2013). *The Emperor* (p. 52). Mon Sudar Publishing.
- Myagmarjav, G. (2019). Issues of Cultivating Civil and Military Patriotism among Students through Military Training. In T. S. Togoo (Ed.), *Proceedings of the Scientific Conference on the Content and Methodological Issues of Defense Education* (pp. 23-32). Soyombo Printing.
- Pozdnyakov, E. A. (2001). *Political Philosophy* (p. 108). Bembi San.
- Shijee, P. (2019a). Defense Education and Its Theoretical and Methodological Issues. *Journal of Security and Defense Studies*, volume, p. 26.
- Shijee, P. (2019b). Providing Defense Education Based on Law and Ethics. In U. Baasanjav, *Proceedings of the Scientific Conference on the Content and Methodological Issues of Defense Education* (pp. 18-22). National Defense University Publishing.
- Soronzonbold, T. (2019a). Defense Education and Social Needs. *Journal of Security and Defense Studies*, 27, 131-137.
- Soronzonbold, T. (2019b). Hierarchical Training System of Military Vocational Education. In U. Baasanjav, *Proceedings of the Scientific Conference on the Content and Methodological Issues of Defense Education* (pp. 33-38). National Defense University Publishing.
- The Stanford Encyclopedia of Philosophy (2021). *Ancient Ethical Theory*. <https://plato.stanford.edu/entries/ethics-ancient/>