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27 August 1979

# USSR Report

MILITARY AFFAIRS

(FOUO 22/79)



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USSR REPORT  
MILITARY AFFAIRS  
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CONTENTS	PAGE
Development of the Soviet Armed Forces (VOPROSY ISTORII, May 79).....	1
Wartime Soviet Air Force Command and Staff (G. P. Lavrik, I. V. Timokhovich; VOPROSY ISTORII, May 79)...	5
Manual for Civil Defense Training Exercises on Farms (KOMPLEKSNIYE OB"YEKTOVYYE UCHENIYA GRAZHDANSKOY OBORONY V KOLKHOZE, 1977).....	8
Book Describes Military Training of Youth (PEDAGOGICHESKIYE OSNOVY PODGOTOVKI MOLODOZHI K VOYENNOY SLUZHBE, 1979).....	11

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DEVELOPMENT OF THE SOVIET ARMED FORCES

Moscow VOPROSY ISTORII in Russian No 5, May 79 signed to press 7 May 79  
pp 143-146

[Ye. F. Nikitin review of the book "Sovetskiye Vooruzhenniye Sily: Istoriya Stroitel'stva", Voenizdat, Moscow, 1978, 50,000 copies, 516 pages]

[Text] The questions pertaining to the country's defense and the development of the army and navy have been widely interpreted in Soviet historical literature.<sup>1</sup> This new collected work, prepared by the Institute of Military History of the USSR Ministry of Defense,<sup>2</sup> reflects the great work that is conducted in this country in this area. It investigates in depth the theory and practice of military development through all the years of Soviet power. It examines technical equipment, changes in organizational structure, the preparation and placement of military cadres, the training and education of personnel. It gives the theoretical basis for the peculiarities of development of the army and navy, border and internal troops at every stage of their development. The subject matter of the book is closely related to existing literature, draws support from it and, to a certain extent, supplements it. This book differs from those works already named and others in that it addresses a single problem--the development of the Soviet Union's army and navy, those questions which in aggregate shed light on this problem in an historical aspect, and the illustration (whenever necessary) of the combat record of the Soviet Armed Forces. The book is compiled on a solid base of references, including a large quantity of new archival material and recent achievements in the science of history.

The authors trace the glorious path of the Soviet Army--from the creation of its first Red Guard detachments to our day--and show how the Leninist principles of development of the Soviet Armed Forces were realized and filled with new meaning: the class approach to personnel recruitment and training, the leading role of the Communist Party, centralization of command and control, unity of command on a party basis, the combination of material and spiritual aspects in the life and activities of soldiers, strengthening of conscientious and firm discipline, etc. The authors base their examination of Soviet Armed Forces development on its division into periods, singling out those stages having their own peculiarities or characteristics: the Civil War and the imperialist intervention, the period between the wars, the Great Fatherland War and the postwar decades.

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The military organization of the world's first proletarian state was born in a difficult time of bitter class struggles and counterrevolutionary offensives, both from within and without. The authors show how under these difficult circumstances the organizational shapes of the volunteer, and then the regular, units and combined units were first developed, and how rapidly the Red Army grew in size. They show how, being ill-equipped technically, still insufficiently trained, suffering from a shortage of trained command personnel, rising to the struggle with the enemy with enthusiasm for the exploits of the Leninist Party, "this transitional army, formed under the most unfavorable of conditions, found the ability to defeat its enemies."<sup>3</sup> This feat, as the book points out, was made possible to a large extent by the fact that the units and combined units were formed around unified staffs who introduced the principles of planning into the organization of troops and their logistical support.

The authors devote much attention to analysis of the steps taken during the 1924-25 period of military reform, to illustration of the essence and significance of the equipment reconstruction and reorganization of the Armed Forces during the prewar years aimed at strengthening the combat capability of the Soviet Union. In their treatment of these questions the authors stress that this constant process of strengthening and perfection of the army and navy was closely tied to the growing threat of attack on our country, the character, level and tempo of military equipment development and supply of this equipment to the troops. Buildup and renovation of the logistical base for the army and navy, the book states, led to radical changes in their structure and organization of troops, and to the appearance of new (in terms of capability and mission) units, combined units, branches of services and even services of the armed forces. Moreover, the authors show that as equipment supply grew and the social base for army and navy recruitment expanded, the training and education system for command personnel was also being perfected.

Argumentatively and on the basis of the multifarious application of the latest achievements in military historical thought, the book deals with the development of the USSR Armed Forces in the years of the Great Patriotic War. The authors introduce refined information, situations and conclusions characterizing the development and strengthening of the army and navy during the war and show the advantages of Soviet military organization over military organization of the Fascist Block states. They disclose the mechanism for changing an army's organizational structure during wartime and its dependence on the condition of the economy, situations at the fronts and the character of the problems to be solved. They analyze such problems as the development of a logistical base for the army and navy, strengthening of troop combat morale qualities, training of command-political personnel, perfection of the command and control system, training and education of the troops. The book deals in detail with the fact that the Socialist system has better forms of economic organization, not only to solve problems of the national economy in peacetime but also for mobilization of all technical and economic capabilities of the country in time of war. In scale and speed of growth in military production and capabilities to supply the troops with modern equipment, the economy of the USSR proved far more effective than the economy of Fascist Germany.

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Stating that the war basically confirmed the correctness of the prewar system for training and education of military cadres, the authors direct attention to the fact that the war brought on little new in the training and education of army and navy officers. The military academies, schools and courses redirected their efforts to conform with the new conditions and successfully coped with their mission. During the war years the conditions and character of party political activity in the army and navy underwent substantial changes, broadening in scope and changing in content, form and method. The cohesive force of the troop subunits and units was the party organizations. The combat deputy to the army communist was the komsozol.

For the first time in historical literature the monograph examines in detail the main questions of development of the USSR Armed Forces under the conditions of developed Socialism, characterizes the essence, content and role of the modern military equipment revolution and revolution in military affairs, stresses the increased importance of army and navy combat readiness and discloses the governing principles of development of the armed forces and the branches of services.

This history of the development of the armed forces provides convincing evidence that at every stage of development the pivotal problem has remained the technical equipment of the troops--one of the principal indicators of strength and combat might of the army and navy and their capability to fulfill their missions. Concrete historical material presented in the book confirms that perfection of weapons and combat equipment and resultant changes in the character and methods of conducting military operations have constantly influenced the organizational structure of troops and led to fundamental changes in the relationships between the armed services and branches of services and in the definition of their role, place and relative weight in the military organization of the state.

The authors note that with the acquisition by the enemy of weapons of mass destruction, the problems of seeking out more improved forms, methods and means to protect the population and economy of the USSR and to insure the vital activity of the country under conditions of war became very acute, leading to establishment of a civil defense which has become an integral part of the system of nationwide steps taken in this direction.

The study convincingly shows the importance in contemporary circumstances of training highly educated and qualified military cadres. Fulfillment of this task, as facts used in the book testify, entails following a line of constantly upgrading the level of general and special education of army and navy command and supervisory personnel, training and educating Soviet troops in the spirit of high combat readiness, and increasing their capability to deliver a swift, crushing retaliatory strike to an aggressor and to defend the Soviet Union and all of the Socialist alliance.

The monograph examines in detail the tireless concern of the Party's Central Committee and the Soviet government that the development of the USSR

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Armed Forces, management of the troops and their training and education are all grounded on a genuine scientific base. Addressing the practical attainment of these goals, the authors write that on the basis of achievements in military science in recent years theoretical situations and practical recommendations on the most important questions of military art have been developed. The influence of the military equipment factor and the role of socio-political and morale-psychological factors in military operations have been studied. Paths for the future development of all armed services and branches of services have been defined. In its entirety the book substantiates the conclusion of the authors that the progressive character of Soviet military science furthers the strengthening of the country's defensive capabilities and raising of the combat readiness of the army and navy; that the Communist Party and the Soviet people are doing everything to insure that the USSR Armed Forces have at their disposal the essential means to carry out their responsible mission--the mission of standing guard over the peaceful labors of the Soviet people and serving as a stronghold of universal peace.

The wise leadership of the Communist Party has been and remains a powerful source of strength for the Soviet Armed Forces. The strength of this leadership, as the monograph convincingly argues, lies in its strict scientific approach to resolution of the difficult questions of military development and in its indissoluble unity of theory and practice and its political flexibility and class principles.

This important and interesting general work of history of the development of the Soviet Armed Forces is not, however, without certain shortcomings. These include elements of overdescription and superfluous detail in its treatment of questions of technical equipment of the armed forces. Moreover, it should have dealt in more detail with the influence of technical rearmament on changes in the organization structure of the army and navy and should have gone deeper into the development of Soviet military science.

FOOTNOTES

1. "Fifty Years of the USSR Armed Forces," Moscow, 1968; "V. I. Lenin and the Soviet Armed Forces," Moscow, 1969; "History of World War II 1939-1945," vol 1-10, Moscow, 1973-1979, and others.
2. Collective authors: S. A. Tyushkevich (director), A. A. Babakov (deputy director), A. N. Bazhenov, A. S. Begishev, I. S. Zheltikov, B. I. Zverev, Yu. I. Korablev, V. I. Os'kin, A. A. Pastukhov, V. S. Shumikhin.
3. "CPSU in Resolutions and Decrees of Congresses, Conferences and Plenums of the Central Committee," Izdatel'stvo No 8, vol 2, p 63.

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WARTIME SOVIET AIR FORCE COMMAND AND STAFF

Moscow VOPROSY ISTORII In Russian No 5, May 79 signed to press 7 May 79  
pp 146-148

[Review by G. P. Lavrik and I. V. Timokhovich of the book "Komandovanie i Shtab VVS Sovetskoy Armii v Velikoy Otechestvennoy Voynе 1941-1945" by M. N. Kozhevnikov, Izdatel'stvo "Nauka" Moscow, 1978, 70,000 copies, 288 pages]

[Text] Still another scientific work has been added to the chronicle of the Great Patriotic War--a work devoted to extraordinarily important questions of leadership, development and strategic operational application of the Soviet Air Force during this period. The book's author, M. N. Kozhevnikov, an active participant in the war, is a candidate of military science and a retired Major General of Aviation. The time frame of this work is September 1939 to September 1945, that is, from the beginning of World War II until victory of the Soviet Armed Forces in the Far East.

This book brings much that is new to the historiography of Soviet aviation. Written on the basis of many sources (Party and government decrees on military questions, orders and directives from the military high command, army manuals and directives, archival documents and others), it is, in point of fact, the first work to reveal with sufficient completeness the workings of the Soviet Air Force supreme leadership organs during the years of the Great Patriotic War.

The book presents a general view of the peculiarities of military operations conducted by air forces of the Western capitalist states before the attack on the USSR by Fascist Germany; the activities of the commanders, military council and staff of the Soviet Army's Air Force on the eve of and during the initial period of the war in the enormous battles of Moscow, Stalingrad, the North Caucasus and Kursk and in the campaigns and operations during the final stage of the Great Patriotic War. The work brilliantly and convincingly shows the role of the Communist Party in the creation, strengthening and development of the Soviet Air Force before and during the war. The activities of the Air Force command and staff are examined in close relationship to the military-political situation on the Soviet-German front and decisions of the State Defense Committee, the Supreme High Command Headquarters and the General Staff on questions of development and strategic operational application of the Air Force in the war. An important place in the book is devoted to the bravery and mass heroism of the personnel of aviation units and combined units. Patriotism, deep consciousness and belief in a just cause were the pledge of victory in battle at all stages of the war.

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On the basis of a large volume of factual material the book examines important questions of Air Force development which are of constant concern to the CPSU, its Central Committee and the Soviet Government--perfection of organizational structure of units, combined units, formations and even the Air Force as a whole; creation and use of a strong aviation reserve; quantitative and qualitative changes in the air fleet and aviation weaponry of the combat army; perfection of the command and control structure; preparation of aviation cadres, and others. In the area of strategic operational application of the Air Force the work convincingly shows its role and place in current operations, planning, organization and realization of interaction between the Air Force and ground forces and air defense forces; changes in form and method of combat application of aviation services and branches; activities of aviation representatives of the Supreme Command Headquarters on the fronts of the Great Fatherland War; the role and place of air army (Air Force of the fronts) commanders and aviation corps and division commanders in the leadership of air combat activities in front operations. This work presents for the first time excerpts from important directives and orders of the Air Force command on questions of combat application, changes in organizational structure of Air Force units and combined units, their interaction and command and control. Herein lies confirmation of the author's conclusions which were made on the basis of analysis and generalization of voluminous material on the application of combined air units in various Soviet Army operations.

The book presents well the questions of preparation for a conduct of the fight for air superiority during the course of the war and in certain more characteristic operations. The author makes a very important examination of the air battles in the spring of 1943 over the Kuban' and the heroic Malaya Zemlya. Having been an eyewitness and having access to a large volume of factual material, the author characterizes not only the complexity of this battle but also its effect on the course of military operations of the ground forces and the application of aviation in subsequent operations. Considerable attention is devoted in the work to activities of the Soviet Army's Air Force command and staff in the Kursk battle. Examining the battle as a system of engagements and encounters, the author shows in detail the role and importance of Air Force action in them, devoting special attention to questions of the interaction of aviation with forces and weaponry of other services of the armed forces. Massed application of our air force, its high degree of aggressiveness and close interaction with ground forces insured its attainment once and for all of strategic air superiority over the entire Soviet-German front. An important place in the work is occupied by questions of leadership and strategic operational application of the Air Force the Korsun'-Shevchenkovskiy, Belorussian, Vislo-Oder, East Prussian and Berlin operations. They attest to increased mastery by aviation cadres, to perfection in methods of leading aviation units and combined units in combat operations and, above, all, to the advantages of Soviet military art.

Considerable attention is devoted in the book to the preparation of combined air units located in the TransBaykal and the Far East. The author analyzes the activities and measures taken by the command staff to insure the preparation of the air force for combat operations against the army of

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militarist Japan, efforts to organize the redeployment of combined units and units to the Far East and the structure for strategic leadership of the Air Force in such a distant theater of military operations. Each campaign and operation is examined in close relationship to the political and military situation in which it was conducted. Examined also are the correlation of forces of the opposing sides, the condition of combat equipment and weaponry, forms and methods of combat application of the various aviation services and branches.

For the first time in literature the author lists many names and military ranks of officials in the Soviet Army's Air Force command and central staff, commanders of the Air Force of the fronts and air armies, their deputies for political affairs, chiefs of staff, chief engineers, chiefs of rear services, headquarters officers and commanders of all 30 aviation corps of the Reserves of the Supreme Command. Characterization of these officials and their military ranks at that time alongside illustrations of their actions in the leadership of subordinate aviation units and combined units have a great educational and historical significance. Veterans of the Soviet Air Force, warrior participants, relatives and close acquaintances will read these names with gratitude and the younger generation will feel pride in the heroism of the older generation of Soviet aviators.

The experience of leadership, development and strategic operational application of the Air Force in wartime, detailed in the book, is timely even under contemporary conditions. These materials and information will help warriors of the Soviet Armed Forces to understand the concern of the CPSU Central Committee, The Soviet Government and the people for strengthening of the Soviet State's defensive capabilities; to understand the governing principles and tendencies in Air Force development, the need for them to perfect and maintain a high state of combat readiness, to creatively address the contemporary problems of Air Force operational development and correctly orient themselves to accept valid decisions.

One could complain that the author gave insufficient attention to the questions of interaction between combined units and formations of frontal, long-range and naval air forces; to illustration of the experience of using army and ground support aviation in the opening stage of the war (1941-1942); and to the reasons leading to a change in the Air Force organizational structure during that period. He also should have dealt in more detail with the role of the command and staff in the preparation for and conduct of strategic offensive and defensive operations. The book could have been improved also by a wider use of illustrated material and in the quality of its appendices--the most important orders and directives, tables and charts.

This work of M. N. Kozhevnikov will be of value both in a cognitive and educational sense and will show the governing principles of the Soviet Nation's victory over the enemies of Socialism.

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MANUAL FOR CIVIL DEFENSE TRAINING EXERCISES ON FARMS

Moscow KOMPLEKSNIYYE OB"YEKTOVYYE UCHENIYA GRAZHDANSKOY OBORONY V KOLKHOZE (SOVKHOZE) in Russian 1977 signed to press 12 Jul 77 pp 1, 3-4, 111-112

[Annotation, table of contents and foreword of the book, "Kompleksnyye ob"yektovyye ucheniya grazhdanskoj oborony v kolkhoze (sovkhoze)" [Comprehensive Installation Civil Defense Training Exercises on the Collective (or State) Farm], by S. P. Bystritskiy, Voenizdat, 125,000 copies, 112 pages]

[Excerpts] Recommended as a manual by the USSR Civil Defense Staff.

The missions, tasks, nature and peculiarities of a comprehensive installationwide training exercise on a collective (or state) farm and the procedure for preparing for and conducting one are made known in the manual, and model documents for organizing and conducting such a training exercise are given.

The aid is intended for chiefs of civil defense staffs of rural rayons, rural soviets, kolkhozes (and sovkhozes), ministries of agriculture and agricultural administrations.

Contents	Page
Foreword.....	3
Chapter 1. General Principles.....	5
Civil defense training exercises conducted at installations of the national economy.....	-
The main officials at a training exercise and their responsibilities.....	12
Political work in the period of preparation for and during conduct of the exercise.....	16
Chapter 2. Preparation for an Exercise.....	20
Clarification or determination of baseline data.....	21
Reconnaissance of the area of the exercise.....	23
The development of documents on training procedures.....	24
Training of the supervisors and the persons being instructed.....	29

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Preparation of the rayon (or place) for the exercise and simulation...	31
Organization of the provisioning of supplies and equipment.....	33
Safety measures for the exercise.....	--
Chapter 3. Procedure for Conducting the Training Exercise.....	39
Actions of the supervisor, deputies (or assistants) and umpires during the training exercise.....	--
Preparation for and conduct of the critique of the exercise.....	54
Appendices:	
1. Organizational instructions.....	57
2. Calendar plan for preparation for a comprehensive installation- wide training exercise on a kolkhoz (or sovkhoz).....	60
3. Plan for the conduct of a comprehensive installationwide train- ing exercise on a kolkhoz (or sovkhoz).....	64
4. Plan for supplying materials and equipment for a comprehensive installationwide training exercise on a kolkhoz (or sovkhoz)	105
5. The plan for simulation during conduct of a comprehensive in- stallationwide training exercise on a kolkhoz (or sovkhoz)..	107
6. The plan for political work during preparation for and conduct of a comprehensive installationwide training exercise on a kolkhoz (or sovkhoz).....	108

Foreword

Comprehensive installationwide training exercises for industrial enterprises, kolkhozes (or sovkhozes), institutions, organizations and educational institutions are firmly included in the practice of training for civil defense. Such exercises are a basic form of training for facilities of the national economy in executing civil defense measures both in time of peace and in wartime under conditions of continuing productive activity. Only with such exercises is it possible to verify in practice the practicability of the civil defense plan in an environment that is close to wartime conditions. These exercises will help in the greatest degree to improve the practices of managerial, command and supervisory personnel in the adoption of timely, sound and bold decisions, in the persistent and firm implementation thereof in practice, and in the skillful direction of their subordinates while they execute tasks that are planned or that arise unexpectedly.

Thus, comprehensive installationwide exercises at kolkhozes (and sovkhozes) constitute an inspection of their readiness for civil defense, which is the final stage of training for all personnel. The success of such exercises depends primarily upon the personal training of the exercise leader and the degree to which he has mastered and successfully applies the most desirable procedure for preparing for and conducting an exercise, and also upon the training of all participants. That is why managerial and command and supervisory civil-defense personnel of the kolkhoz (or sovkhoz) should concentrate all attention on improving the organization of and procedures for conducting comprehensive exercises, on working out in practice questions of

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protecting personnel, livestock and agricultural products and on increasing the stability of kolkhoz (or sovkhoz) operation during wartime.

The purpose of this manual is to help kolkhoz (and sovkhoz) managers and agricultural ministries and administrations in matters of preparing for and conducting the training exercises at a high methodological level.

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BOOK DESCRIBES MILITARY TRAINING OF YOUTH

Moscow PEDAGOGICHESKIYE OSNOVY PODGOTOVKI MOLODOZHI K VOYENNOY SLUZHBE (Pedagogical Principles for Training Youth for Military Service) in Russian 1979 signed to press 20 Nov 78 pp 1-2, 102, 3-15, 29-33, 70-76, 85-99

[Annotation, Table of Contents, Introduction, Excerpts from first three chapters and text of last chapter of book by N. A. Belousov, Izdatel'stvo DOSAAF, 20,000 copies, 102 pages; passages within slantlines boldface in text]

[Text] Based on a generalization of accumulated experience, the essence and peculiarities of training youth for active duty in the USSR armed forces are disclosed in the book.

The book is intended for military instructors, teachers in general educational schools and DOSAAF instructors.

Table of Contents

Introduction..... 3

System for Training Youth for Service in the USSR Armed Forces..... 7

    The Essence, Tasks and Principles of the System for Training Youth for Military Service..... 7

    General Readiness of the Conscript for Military Service..... 15

    Social and psychological peculiarities of pre-conscription and Conscripted Youth..... 21

Principles of Basic Military Instruction of Youth..... 29

    The Essence, Tasks and Principles of Instruction..... 29

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The Content and the Training Documents Which Determine the Instruction Process..... 33

The System of Instructional Methods and Forms..... 40

Pedagogical Control and Evaluation of Progress..... 58

Problems of Further Improvement of the Training Process..... 62

Principles of Military and Patriotic Education of Pre-conscription and Conscripted Youth..... 70

The Essence, Principles and Content of Military and Patriotic Education..... 70

A Description of the Ways, Forms and Methods of Military and Patriotic Education..... 76

Psychological Training of Pre-conscription and Conscripted Youth for Military Service..... 85

Tasks, Content and Aspects of Psychological Training..... 85

Directions, Ways and Conditions of Psychological Training..... 93

Bibliography.....100

Introduction

[Text] Together with fraternal socialist countries the Soviet Union conducts an active and consistent struggle for peace and the peoples' security and for a further lessening of international tension. However, there are forces of reaction and aggression in the world which have come out against detente and disarmament. They attempt to revive an atmosphere of mistrust in international relations, whip up the arms race, create new types of deadly weapons, strengthen aggressive blocs and strive to attain military supremacy over the socialist countries. Under these conditions the communist party and the Soviet Government are devoting constant attention to the matter of strengthening the country's defense capability and are making sure that our glorious armed forces have at their disposal everything that is essential for the defense of the socialist fatherland.

Defense of the achievements of socialism in the Soviet Union against attack from without has always been and remains the vital concern of the entire Soviet people and primarily of its youth. This is confirmed with special emphasis in the new USSR Constitution which states that "the defense of the socialist fatherland is the sacred duty of every citizen of the USSR" and "Military service in the ranks of the USSR armed forces is an honorable duty of Soviet citizens."

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The training of youth for military service and their military and patriotic education is seen by the CPSU as one of the means and conditions for maintaining the constant combat readiness of the Soviet armed forces and their capability for defending the achievements of the Great October and the cause of building communism in our country. At the 25th CPSU Congress L. I. Brezhnev said: "One of the most important tasks of the party has been and remains the establishment of ideas in the consciousness of workers and primarily the younger generation of Soviet patriotism and socialist internationalism, pride in the land of the soviets and in our motherland, and readiness to rise to the defense of the achievements of socialism."\*

A well-balanced social and pedagogical system of training youth for military service has now been formed and is successfully functioning in our country. Its role and importance is continuously growing in connection with the complication of military affairs and the troop instruction process and also the shortening of the allotted time for putting young reinforcements into combat teams and crews in order to maintain the constant combat readiness of units and subunits.

Schools have a great role in the system of training youth for military service. They have a special responsibility to society for the education of brave and courageous citizens for whom the achievements of the Great October Revolution and the cause and feats of their fathers are precious. In the CPSU Central Committee and USSR Council of Ministers decree "On the further improvement of training and education of students in general educational schools and training them for work" it is pointed out that schools must "form, in the rising generation, a selfless devotion toward the motherland and the cause of the communist party, an intransigence toward bourgeois ideology and morals, and a readiness to defend the socialist fatherland."

The DOSAAF SSSR is making a great contribution in the matter of training youths for service in the army and navy. In a report entitled "Sixty years of guarding the achievements of the Great October" USSR Minister of Defense Mar Su D. F. Ustinov said: "I would like to say some kind words on behalf of the Voluntary Society for Cooperation With the Army, Air Force and Navy. It conducts very necessary and useful mass defense work. Now one out of every three conscripts receives from this society vocational training essential for both the armed forces and for the civilian sector. The USSR DOSAAF is our reliable resource and assistant!" The 6th congress of the defense society pointed out the necessity for a further improvement in the quality of combined arms training and the practical skills of students and their ideological and political tempering. The congress showed a special concern for the further improvement of the pedagogical skill of teachers, instructors and other workers in clubs, DOSAAF schools and training centers.

\* "Materials of the 25th CPSU Congress," Moscow, Politizdat, 1976, p 75.

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Vocational-technical schools, special secondary educational institutions, the Leninist Komsomol, trade unions, organs of culture and art, sports organizations, every Soviet family, and labor collectives are making their contributions in the training and education of worthy replenishments for the armed forces.

Basic military training and the training of specialists for the USSR armed forces is carried out under the leadership of the USSR Ministry of Defense. Together with the USSR Ministry of Defense, appropriate ministries and departments create the necessary training and material base, provide for the selection and training of military instructors, develop training programs and monitor organizations and the conducting of basic military training (NVP).

A study of the work experience of a number of DOSAAF organizations, secondary general educational schools, vocational-technical schools and training centers has shown that in the years that have gone by since the adoption of the new USSR law "On universal military obligation," significant successes have been attained in training youth for military service. Training programs, textbooks and manuals reflected these successes, and they have been elucidated in the periodical press and also in a number of brochures on basic military training and military and patriotic education. As yet there have been no works in which pedagogical questions of NVP and the training of specialists for the USSR armed forces have been thoroughly examined. However, it is difficult to get along without them in the further improvement of the training and educational process in schools, secondary institutions and DOSAAF training organizations which train youth for service in the army and navy.

This book elucidates general pedagogical tasks of basic military instruction, military and patriotic education and psychological training.

System for Training Youth for Military Service; the Essence, Tasks and Principles of the System for Training Youth for Military Service

The training of the Soviet people for the country's defense is an objective necessity which has been realistically manifesting itself since the first days of our state's existence. "We are the defenders now, as of 25 October 1917, and we have been defending the fatherland since that date," V. I. Lenin explained. "We require," he wrote, "a /serious/ attitude toward defense capability and the military training of the country."\*

The tenets and conclusions of V. I. Lenin on the just character of wars in defense of the socialist fatherland, their legality and necessity, and on the fact that the strengthening of the country's security is one of the indispensable conditions for the successful realization of the tasks of building communism have served as methodological bases for such an approach.

\* V. I. Lenin "Complete Collected Works," Vol 35, p 395.

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The complexity and contradictions of the international situation and the aspiration of reactionary imperialist circles to impede the process of detente and intensify the already dangerous arms race by virtue of the production of neutron bombs and other new types of weapons make Lenin's ideas on the defense of the socialist fatherland especially urgent at the present time. In his report to the CPSU Central Committee at the 25th party congress L. I. Brezhnev said: "...Our party will do everything in order that the glorious armed forces of the Soviet Union will continue to have at their disposal every essential means for fulfilling their crucial mission of guarding the peaceful labor of the Soviet people and being the bulwark of universal peace.\*

Questions on the further strengthening of the defense capability of our country are most closely linked with the training of pre-conscription and conscripted youth for military service, which is understood as a social process implemented in accordance with the 1967 USSR law "On Universal Military Obligation" and taking into account the requirements of replenishing the USSR armed forces with personnel who in the shortest possible period of time are capable of mastering complex military equipment and weapons and of maintaining the constant combat readiness of the army and navy. It is carried out in accordance with the Marxist-Leninist ideology and policy of the communist party, the requirements of military science and the level of development of education, technology and culture.

Training of youth for military service is a dialectically developing and specific training and educational (pedagogical) process directed toward inculcating in future fighting men basic military knowledge, abilities and skills, moral, military and physical qualities, and the need and readiness to fulfill the honorable duty of a Soviet citizen.

In the pedagogical plan for training youth for military service the activities of the military instructors (teachers, instructors) and the pupils (students) are active and interconnected one with the other. It goes without saying that the military instructors (teachers, instructors) play the leading role in this process, for they represent the organizers of the training and educational process of pre-conscription and conscripted youth, purposefully guide them, and influence trainees with a word, a positive example or a demonstration of their own attitude toward the matters entrusted to them.

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\* "Materials of the 25th CPSU Congress," Moscow, Politizdat, 1976, p 83.

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The training of youth for service in the army and navy, being a relatively independent training and educational process, is based upon the scientific principles of general and military pedagogy and psychology.\* The content, forms, methods, ways and means of the training and educational process and the problems of the mental and physical development and psychological training of future fighting men are being worked out with regard to their conclusions and recommendations. Soviet military science is the military and theoretical basis, and its tenets are precisely the ones that permit a determination of the optimum level of requirements for basic military training and for the moral, psychological, physical and combat qualities of future fighting men.

The training of youth for service in the USSR armed forces has a specific character. It is a multiplan and complex process for thoroughly training future fighting men to be defenders of the socialist fatherland. Military and applied tasks on the scale of individual training of soldiers are determined in it in an organic unity with theory. The link with military and political training of troops is thereby assured. The training and educational process is conducted in an atmosphere of military order and interrelations according to regulation. This promotes the formation in the trainee of discipline, orderliness, collective unity and other qualities of a future fighting man. Training of youths for military service has national significance, is mandatory, and is conducted everywhere while academic and work activities continue.

Training of youths for military service has a purposeful character and a number of interconnected problems are solved during the training:

Youths are equipped with a system of military and theoretical knowledge, and skills and abilities are developed in them to the extent envisaged by the programs for NVP and the training of specialists for the army and navy. The aspiration and ability to independently acquire knowledge and perfect skills are fostered in them. Mastery of the system of knowledge, abilities and skills constitutes a group of academic (didactic) problems which are solved during basic military training.

There are developed in the youths a scientific Marxist-Leninist world outlook, military and patriotic convictions, feelings of socialist patriotism and internationalism, a sense of responsibility toward accomplishing military duty, moral and military standards of conduct along with those set down in regulations, respect for a military specialty, and other moral, political and military qualities indispensable for future defenders of the motherland. These educational problems are resolved in the process of NVP and during specially conducted military and patriotic work.

\* A. V. Barabanshchikov and V. G. Demin "On the Regularities of the Military Pedagogical Process," Moscow, Military Political Academy imeni V. I. Lenin, 1967; "Military Pedagogy," edited by A. V. Barabanshchikov, Moscow, Voenizdat, 1966; "Military Pedagogy," edited by A. M. Danchenko and I. F. Vydrin, Moscow, Voenizdat, 1973; "Military Psychology," edited by M. I. D'yachenko and N. F. Fedenko, Moscow, Voenizdat, 1967; "Military Psychology," edited by V.V. Shelyag, A.D. Glotochkin and K. K. Platonov, Moscow, Voenizdat, 1972.

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While training and educating youths, we simultaneously develop them mentally and physically in accordance with the requirements of future military activities and conditions of service. This development is expressed in the development of cognitive interest, creative thinking and military and vocational aptitudes, memory and will, and the ability to exert one's physical powers to the fullest extent. There exists a dialectical interconnection between training and education on the one hand and development on the other. Development requires a constant improvement of instruction and the educational process. Instruction, in its turn, should always be at the forefront of development of the students, and only under these conditions can the desired results be obtained.

Problems of the psychological training of pre-conscription and conscripted youth are resolved during the training and educational process.

An integral and all-encompassing system for training youth for military service has now taken shape and is successfully functioning in our country.\* The internal structure of the system, which includes a number of interconnected links (components), is in keeping with the tasks of this training. In our view the proper approach to a structural analysis of the system should take into account the essential characteristics in which quality is revealed.

In the first place, /according to organizational indications/. In accordance with Article 17 of the USSR Law "On Universal Military Obligation," NVP of pre-conscription and conscription age youths is conducted in general educational schools, in secondary special educational institutions, in educational institutions of the vocational and technical education system, at training centers, and in DOSAAF training organizations. Youths are trained in more than 30 military specialties at vocational and technical schools and also at DOSAAF clubs and schools. As a result, one youth out of three joins the USSR armed forces after having had basic military training, which promotes to a large degree the rapid entrance of youth into the ranks of the defenders of the motherland. A course on combined arms training was introduced at all of the defense society's schools starting 1 October 1977. Other steps are being taken for improving the job of training specialists for the army and navy and for perfecting mass defense work.

In the second place, /according to the content of training and education/. This concerns the matter of what to teach and which qualities to foster and develop in the future fighting man. Analysis shows that this plan can be divided into the content of basic training (basic general military knowledge, abilities and skills and also specialist knowledge, abilities and skills), the content of education (ideological, political, moral, military, aesthetic and military-physical), and the content of psychological training. The content of NVP exerts a definite influence on the training of youth for service in the army. For this reason it must answer the requirements that it be scientific and party-minded and be in step with the latest achievements in the field of military affairs, etc.

\* USSR Law "On Universal Military Obligation," Moscow, Voenizdat, 1967 pp 7-9.

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In the third place, /according to methodological indications/. The quality of training of pre-conscription and conscripted youth for military service depends largely upon the ways, methods and means by which the training and educational activity is organized. A well-balanced methodological system for training youths for service in the army has taken shape at the present time. It includes the methodology of basic military training, which in turn consists of the methodology of tactical, firing and drill training and other NVP subjects and also of methods of training specialists, the methodology of educating pre-conscription and conscripted youth, which includes such methods as conviction, example, exercise and also a system of means of educational influence. Of course the results of the training and educational activity of the military instructors are dependent upon how skillful they are as teachers and educators.

In the fourth place, /according to the type of principal work/ of pre-conscription and conscripted youths. It is a fact that lessons are conducted without interrupting the principal type of work. The overwhelming majority of youths are students. Youths who are engaged in labor activities form a separate group. In the case of the general educational school NVP is an integral part of the general pedagogical process and is conducted with a view toward the study of the fundamentals of science and depends upon their interdisciplinary links. Students in secondary special educational institutions and vocational and technical schools receive vocational training along with a study of the fundamentals of science. Youths who have regular jobs and are studying NVP at training centers have, as a rule, a greater experience from life but a lesser degree of knowledge. It is impossible to correctly train and educate future fighting men without taking these peculiarities into account.

Finally, the system of training youth for service in the army must be based on fundamental principles by which guidance military instructors can ensure an appropriate level in the training and educational process. Let us briefly examine these principles.

/The scientific and party-minded approach to the training and educational process./ This principle has two aspects--methodological and scientific. Marxist-Leninist philosophy is the methodological basis for training youth for service in the USSR armed forces. It helps one to get to know the regularity of the instructional and educational process, to get to its pedagogical essence, to investigate the many-sided links between military and pedagogical phenomena and the dynamics of their development, and to correctly determine the ways and means of solving training and educational problems. The basic idea of the training and educational process is communist party-mindedness, i.e., an approach toward solving problems from the class positions of the CPSU and from its decisions on the defense of the socialist fatherland and on the training of reserves for the army and navy.

The organization of the training and educational process should be in keeping with the latest achievements in military science and technology and

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have a regard for the prospects for their further development and troop requirements. The principle of scientific instruction and education of future fighting men requires a reliance on the scientific achievements of general and military pedagogy and psychology. Mastering psychological and pedagogical knowledge allows teachers to incorporate everything that is progressive into instruction and education, avoid one-sidedness and the use of the "trial and error" method, and carry out the training and educational process more effectively.

/The unity of basic military instruction and education./ The principle is based upon Marxist-Leninist teaching on the integrity of the individual as the product and repository of combined social attitudes, an objective dependence of instruction and education on social and economic attitudes, the policy and ideology of the ruling class, the connection between the content of instruction and education, and the interpenetration of principles, methods and forms of instruction and education. The unity of instruction and education is one of the basic pedagogical regularities.

The integral unity of instruction and education imparts a purposeful character to the development of the personality of the future fighting man, and to his psychological, physical and mental qualities and his military and vocational abilities and creates the necessary conditions for educational work in accordance with the specialist profile and with regard to the requirements of military discipline. The connection between training and extracurricular political and educational work helps to involve the students in social and political activity and to foster a vital active attitude in them. This principle presupposes an all-encompassing approach toward solving training and educational problems and a strengthening of the educational role of military instructors and public organizations.

/The link between theory and practice./ V. I. Lenin's instructions on the intolerableness of alienation between school and life or between theory and practice are basic. On the one hand, as a system of basic ideas in the field of military affairs, theory generalizes practice and reflects the objective regularity of one phenomenon or another. On the other hand practice, supported by theory, determines the steadfast process of cognitive activity and the development of military and vocational skills and abilities in youth. A successful realization of the principle presupposes an optimum ratio of the theoretical and practical training, the creative application of acquired knowledge during the solution of practical NVP problems, an increase in the proportion and effectiveness of field training, and an effective solution of the problems of psychological training of youth for service in the army and navy.

/Military and vocational purposefulness./ A maximum approximation of basic military instruction to combat troop training, improvement of the content and methodology of military and technical training in DOSAAF training organizations, vocational and technical schools and secondary schools, the presence of a well-balanced system of military and vocational

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orientation, and an acquaintance with the operational conditions and functional duties of military specialists in peacetime and wartime have an influence on the successful realization of this principle.

/The systematic character, consistency and comprehensiveness of training pre-prescription and conscripted youth./ Military activities require systematic knowledge, abilities and skills from the conscript. For example, unsystematic, fragmentary basic military knowledge and abilities do not allow the young fighting man to master a military specialty successfully and in brief periods of time. For this reason training and educational work with pre-prescription and conscripted youth should have a precisely expressed systematic and purposeful character.

This principle requires that the training and educational programs be developed in a way that ensures mastery of the system and set of knowledge, abilities and skills and implements an all-encompassing educational approach, that training material be carefully selected to exclude duplication of content, that a uniform workload be obtained for the students, that the training and educational process be set up with regard to what has already been learned and developed in the personality of the person being educated, that basic tenets and main ideas be singled out in the training and educational process, and that knowledge, abilities and skills be made all-encompassing during the development of any part of NVP and the knowledge acquired by the students in the process of studying the fundamentals of science be widely utilized.

/Regard for age, individual and psychological peculiarities of the students./ In solving all problems of instruction and education, Soviet psychology and pedagogy proceeds from the position that each period in a person's life has its own peculiarities of a psychological nature. A person is dependent upon these to a certain extent in perceiving the world around him and distinctively responds to all the influences he is exposed to in the process of practical activities and in the course of instruction and education. Without knowledge of these peculiarities it is impossible to qualitatively train youth for military service.

The greatest successes in training and educational work can be obtained only through an individual approach to youths. The point of the principle under discussion consists of assuring active training and educational activities from each of them. Therefore an individual approach toward all of the pupils and students is essential. In studying pupils and students it is important to understand their requirements, interests, ideals, views, and goals which they are striving to attain in training, service and life, ascertain individual abilities and features of temperament, character and also such aspects of their personality as thought, speech, perception, memory and attention. Knowing, for example, that a student's figurative thinking is well developed, the military instructor will let him have the opportunity to work more with visual resources. It is important to determine at the start the level of instruction, and



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education the student already possesses, investigate the reasons for poor progress or complacency and determine, based on this, the form of individual assistance, etc., for each person.

Principles of Basic Military Instruction of Youth; The Essence, Tasks and Principles of Instruction

Basic military instruction has a decisive importance in training youth for service in the USSR armed forces. With its introduction a system has arisen which allows youths to acquire theoretical knowledge and practical skills scaled to the training of the individual soldier, firsthand knowledge of one of the military and technical specialties, and mastery of the fundamentals of civil defense. Basic military training has extended the limits of military and patriotic education, and it enables future defenders of the motherland to develop correct views of service and military duty. All of this allows conscripts who have joined the ranks of the armed forces to master modern weapons and combat equipment in short periods of time. Such is the role and social significance of basic military instruction.

Basic military instruction is a pedagogically guided cognitive process during which, under the guidance of military instructions, pre-conscription and conscripted youth master an essential minimum of military knowledge, abilities and skills, and prepare themselves for military service. At the same time mental and physical qualities and the spiritual strengths which are required of future defenders of the socialist fatherland are developed in the youths.

During the instruction the military instructors influence the students along "channels of direct communication" (words, examples, demonstrations). In order for the teaching to be effective, flow actively and be a guided process, the lesson instructor should receive constant feedback on the course of the instruction. Therefore the instruction process presupposes the work of a "feedback channel," where the conscript answers and reproduces the training material, discusses questions that have been posed, solves practical problems in class and in the field and analyzes his own work. The lesson instructor listens and evaluates how successfully the teaching is going, makes necessary corrections and plans the further course of the training process. The connecting link between instructor and teaching is the content of the instruction. It answers the question of "what to teach" and is expressed in a system of definite knowledge, abilities and skills.

A basic military instruction course is structurally divided into two interconnected parts. In the first place it is basic military training, which involves all youths of pre-conscription and conscription ages on the scale of individual training on the assumption that upon being called into the USSR armed forces they can master a specialty and service in a short period of time. In the second place it is the training of specialists which does not involve all youths but only those who have reached the age

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of 17 and have already received basic military training. At present one-third of the conscription age youths in DOSAAF organizations and vocational and technical schools obtain the specialties of driver, signalman, parachutist, electrician, etc. The program and plan for training specialists is approved by the Ministry of Defense. As we see, basic military instruction is a broader concept than NVP. Content-wise it is oriented toward military troop training, has an all-encompassing nature and a military and applied direction to it, is fulfilled in unity with academic or work activities and is organized on the basis of military regulations.

Basic military instruction is at the same time a regular process.\* These regularities are reflected in the basic tenets--the principles of instruction which are disclosed in military pedagogy. Principles determine the system of requirements for content, organization and methodology of NVP. Every principle contains rules, i.e., tenets which disclose its individual aspects. For example the principle of using visual aids requires that the student master knowledge, abilities and skills on the basis of the perception of real objects and phenomena or their representations. But in order for the use of visual aids to be most beneficial to the lessons, the instructor must adhere to a number of rules. It is important for the military instructor to realize the principles as a system of totality. One cannot, for example, count on success in training work while realizing the principles one at a time--today the principle of awareness and activeness of the student and tomorrow the principle of intelligibility, etc.

The driving forces behind this process are various contradictions:\*\* between the growing demands for a larger volume of knowledge, abilities and skills and limited time for their mastery; between theoretical and practical training; between training requirements and the level of cognitive powers and capabilities of the student. Moreover, there exist contradictions between the requirements of modern combat and the capability to simulate it in the NVP process, between large-scale and individual instruction, between instruction and teaching, etc. These contradictions appear in the form of difficulties which the student, in overcoming them, acquires the knowledge, abilities and skills essential for future service. Knowledge of the contradictions puts the key to the guidance and improvement of instruction of pre-conscripts and conscripts in the hands of the instructor.

\* A. V. Barabanshchikov and V. G. Demin "On the Regularities of the Military Pedagogical Process; the Methodological Questions of Training Soviet Fighting Men" in "Methodological Problems of Military Theory and Practice," Moscow, Voenizdat, 1969, pp 257-265.

\*\* "Methodological Questions of the Instruction of Soviet Fighting Men" in the book "Methodological Problems of Military Theory and Practice," Moscow, Voenizdat, 1969, pp 264-265.

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The methodological basis for the process of basic military instruction is the Leninist theory of scientific knowledge. Training knowledge is a process of knowledge of objective reality and it proceeds, in the words of V. I. Lenin, "from lively contemplation to abstract thought /and from that to practice/. Such is the dialectical way to the knowledge of /truth/ and knowledge of objective reality."\* In accordance with this theory, the process of mastering knowledge consists of a number of interdependent links: the students' realization of cognitive tasks, the perception of training material and reasoning it out and strengthening it and the application of knowledge, abilities and skills in solving practical problems.\*\* The application of knowledge for training and practical goals constitutes the basis for this process.

Basic military instruction is a purposeful process, in the course of which all problems of training pre-conscripted and conscripted youth for military service are actively posed and comprehensively solved. Future fighting men are equipped with a system of specialized knowledge, abilities and skills in accordance with the NVP and specialist training programs, military and patriotic feelings and behavior are fostered in the youths, the qualities of a defender of the motherland are developed and youths are psychologically prepared for military service. As a specific, guided and cognitive process and as a movement of students from ignorance to knowledge and from inability to ability, basic military instruction has its own methodology or, as it is often said, its particular military didactics.

The process of instructing pre-conscripted and conscripted youth is the subject of the methodology. The subject and tasks of NVP methodology do not coincide with the academic subject and its tasks. The academic subject primarily answers the question of what to teach. The answer to this is disclosed in appropriate programs. The NVP methodology answers the question of how to teach.

The task of methodology also consists of investigating the logical links in instruction and disclosing the requirements of its content and substantiating methods and organizational forms on the basis of these connections, showing the educational potentialities of the academic subject, and working out the task of psychological training and requirements for evaluating knowledge, abilities and skills. Development of academic programs and textbooks, plans, summaries, etc., enters into the task of methodological work. At present, for example, the development of methods for activation of cognitive activity, intensification of the instruction process and improvement of the methodology of independent work have special significance. At the same time, the methodology of basic military instruction is concerned with the disclosure of the essence of the subject, the working out of concepts and terminology and also the elucidation of the nature of links with other

\* V. I. Lenin "Complete Collected Works," Vol 29, pp 152-153.

\*\* "Military Pedagogy," edited by A. V. Barabanshchikov.

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academic disciplines. As a multiplanned academic subject in respect to structure, basic military training can be divided into independent parts and sections. For this reason, together with the general methodology of NVP it is correct to speak of methodologies of tactical, firing, drill and technical military training, civil defense, etc.

In the decade preceding the introduction of the basic military instruction course important work on improving methodology was performed. The level of academic and methodological guidance of the work of military instructors was raised. As an aid to NVP lesson instructors, there have been developed at the present time a number of methodological textbooks which coincide with academic programs and are good guides for conducting the appropriate lessons.\* Success in raising the effectiveness and quality of instruction will depend upon how skillfully and creatively the military instructors utilize the methodological experience extensively presented in these textbooks.

Principles of Military and Patriotic Education of Pre-conscription and Conscripted Youth; The Essence, Principles and Content of Military and Patriotic Education

Training youth for service in the armed forces and for defense of the socialist fatherland amounts to more than just basic military instruction. It invariably includes the process of military and patriotic education. Practice shows that wherever NVP is conducted in a close link to military and patriotic work, the process of training future fighting men for service in the army and navy is itself, as a rule, better conducted. NVP at the same time exerts a favorable influence on the military and patriotic

\* "Collection of Materials on Basic Military Training," Moscow, Prosveshcheniye, 1976; "The Soviet Armed Forces, Their Nature and Peculiarities. A Textbook for Military Instructors of Basic Military Training," Moscow, DOSAAF, 1974; "Methodological Developments in the Program for Basic Military Training of Youth at Training Centers," Moscow, DOSAAF, 1974; K. Ye. Shvidchenko and A. F. Lakhin, "Academic and Methodological Textbook on Basic Military Training," Moscow, Prosveshcheniye, 1972; A. A. Lovi and R. A. Minin, "Organization of Lessons on Firing Training," Moscow, DOSAAF, 1973; P. A. Gusak and A. M. Rogachev, "Basic Military Training. A Reference Textbook for Military Instructors," Minsk, Narodnaya Asveta, 1972; M. M. Baka, "Military and Physical Training of Pre-conscripts and Conscripts," Kiyev, Zdorov'ya, 1974; A. V. Barabanshchikov, I. L. Ladanov, and A. M. Stolyarenko, "On the Improvement of Instruction of Soviet Fighting Men Under Modern Conditions," Moscow, UPA imeni V. I. Lenin, 1967.

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education of youth, stimulating it and solving a number of educational problems by means of didactic methods and means. They have a single methodological, psychological, physiological and military and scientific basis. There is also one single objective of the influence--the personality of the future fighting man. Youths are equipped with the knowledge and ideas of Marxism-Leninism by instruction a education alike. Therefore, training of conscripts for military service is viewed as a comprehensive task.

In the broad sense of the word, military and political education of future fighting men is conceived of as a combination of pedagogical influences which are implemented not only in the process of specially organized educational work but also by the whole style of social life. A. S. Marenko once noted that education is a social process in its broadest meaning. Everything is cultivated: people, things, phenomena--but primarily and most of all people.

The Soviet social and state system, the guiding role of the CPSU, the unity of army and people, the friendship among the peoples of our country, the equitable and noble character of the goals our armed forces serve, and our daily life itself, illuminated by the great ideas of communism and filled with the heroic labor of the people objectively promote the formation of communist viewpoints and convictions and the moral and patriotic qualities of the individual. However, specially organized topical military and patriotic work with youth remains even in these circumstances.

The communist party views military and patriotic education of pre-conscription and conscripted youths as an important part of its daily activity and as a subject for special concern. To this end it uses an entire system of ideological work: the press, radio, television, motion pictures, literature, art and a whole set of political and educational measures. And as long as imperialism and the danger of aggressive wars remains, the party's concern for the military and patriotic education of our youth will remain an important component of the process of developing the personality of the Soviet citizen and of our way of life as a whole.\*

By military and patriotic education is meant a specially organized and all-encompassing pedagogically guided process whose main role consists of developing in pre-conscription and conscripted youth the need, the thorough readiness and the ability to fulfill to the end their sacred duties of defending the motherland and the interests of the socialist community.

\* L. A. Bublik, "The Military and Patriotic Education of Soviet Youth--at the Level Required by the CPSU," Moscow, DOSAAF, 1977; "Military and Patriotic Education of Conscripted Youth. A Collection of Essays," Moscow, DOSAAF, 1975; A. L. Mamayev, "The Military and Patriotic Education of Youth in DOSAAF Organizations," Moscow, DOSAAF, 1973.

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Military and patriotic education is a two-way process and it finds its fulfillment in the active interaction of educator and student. Consequently, it is essential to view the pre-conscript and the conscript as not only the object at which the pedagogical influence is directed but also the subject of education. If a youth, guided by inner motivations and aims, strives toward self-education, then the result of education will prove to be positive. But if the future fighting man has a negative attitude toward education his results may not be very reassuring. The teacher cannot just teach; he should also listen, while at the same time obtaining the active vital position of the student.

A peculiarity of military and patriotic work with pre-conscription and conscripted youth consists of the fact that it is conducted under NVP conditions, depends upon results of previous education and is accomplished on the threshold of military service, when all pedagogical influences are perceived emotionally tinged from the point of view of impending army life.

The regular pedagogical links and relations of military and patriotic education find a reflection in the principles of education.\* Their requirements have an objective character and are thus obligatory for all military instructors. What exactly are the proper principles to follow in the process of military and patriotic work?

Education in our country is carried out on the basis of Marxist-Leninist methodology, the goals and tasks set forth by the communist party and the decisions of the 25th CPSU Congress. From these comes /the principle of communist purposefulness and party-mindedness./

Qualities of the future fighting man are developed in the process of socially useful activity in connection with the practical work of building communism and strengthening the defense capability of the state. The 25th CPSU Congress especially pointed out the necessity of developing an active vital attitude in the Soviet people. Consequently, it is especially important to acquire /the principle of the linkage of military and patriotic education with the practical work of building communism and with military activity/.

Soviet pedagogical science proceeds from the premise that a person is not educated in bits and pieces. Military and patriotic work cannot be reduced to a simple arithmetic sum of individual uncoordinated measures, and it is obligatory that there be in it a purposeful system of influence which has relied upon an all-encompassing interaction with all of the component parts of education, planned development and continuity in its execution. This fulfills the requirements of the 25th CPSU Congress. Hence the necessity of /the principle of the integrity and all-encompassing nature of the military and political education process/.

\* "Military Pedagogy," edited by A. M. Danchenko and I. F. Vydrin, pp 219-235.

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The military and patriotic qualities of the future fighting man are formed in the collective. In it he receives everything for his development. The collective makes an evaluation of the work qualities of the individual and determines his prestige. The CPSU has repeatedly pointed out the growth of the educational function of labor collectives. Therefore, in the organization of military and political work with future fighting men it is necessary to be guided by /the principle of education in the collective and through the collective/.

Education becomes highly effective if it is carried out on the basis of thorough knowledge and with regard for the age and individual and psychological peculiarities of pre-conscription and conscripted youth. This determined the objective necessity of /the principle of regard for the age and individual peculiarities of youth in military and patriotic work/.

Formation of the individual's patriotic qualities must presuppose a judicious and high degree of exactingness, a valid attitude and concern for the future fighting men. Therefore, military and political education of youths of pre-conscription and conscription ages needs to be conducted with reliance upon /the principle of a combination of a high degree of exactingness towards students coupled with a respect for their individual worth and a concern for them/.

In setting about educating pre-conscription and conscripted youth, the military instructor should turn to the merits of the individual. This means that in military and patriotic work it is proper to be steadfastly guided by /the principle of reliance upon the positive in the process of education/.

The effectiveness of military and patriotic education of pre-conscripts and conscripts depends upon the concerted and coordinated action of the teachers. Therefore, it is necessary to be guided by /the principle of the unity of coordination and continuity of educational influences of military instructors and voluntary organizations/.

The principles cited above are realized in a dialectical combination and interrelationship. The successful solution of problems of the education of youths depends to a significant degree on how skillfully the military instructors are guided by the given principles and to what extent they put into practice the requirement of the principles for content, methodology and forms of military and patriotic work.

Military and patriotic education is an integral part of the content of communist education of the Soviet people. This is the link in the chain of education in which there formed:

Military and patriotic attitudes, convictions, thoughts and concepts connected with the sacred duty of the defender of the socialist fatherland;

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Profound patriotic feelings--love for the motherland, pride in its revolutionary achievements and successes in building socialism and communism, class hatred toward the enemies of socialism, collectivism and comradely mutual assistance in battle, a regard for the social significance of military service and the heroic traditions of the Soviet people, etc.;

Volitional features of the personality of the future defender of the motherland, his ability to overcome psychological and physical hardships, his military and patriotic deeds and the capability (readiness) to devote his strengths, knowledge and abilities--and even his life if need be--to the cause of defending our socialist fatherland.

The content of communist education is realized in the following basic directions in military and political work among pre-conscription and conscripted youth:

elucidation of Leninist ideas and tenets of the CPSU program and the USSR Constitution on the defense of the socialist fatherland;

propagation of the ideas of Marxism-Leninism and the domestic and foreign policy of the CPSU, the advantages of the socialist system over the capitalist and the achievements of our people in building socialism and communism;

elucidation of the USSR Law "On universal military obligation," the decisions of the 25th CPSU Congress on strengthening the country's defense capability and measures by the party and government toward the buildup of the Soviet armed forces;

cultivation of a high degree of political vigilance and constant readiness to defend the motherland, the unmasking of the aggressive nature of imperialism and bourgeois ideology and the elucidation of the peculiarities of modern warfare and the tasks involved in training for the defense of the motherland and the countries of the socialist community;

familiarization with the heroic past of our motherland and with the revolutionary, combat and labor traditions of the Soviet people and the armed forces and a cultivation of the aspiration to augment these traditions;

disclosure of the essence and content of Soviet patriotism and proletarian internationalism;

cultivation of respect for the armed forces and the aspiration to perform military service meritoriously;

formation of high moral, political and military qualities and also the psychological readiness to carry out the sacred military duty;



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cultivation of an interest in military affairs and the aspiration to actively and creatively master basic and technical military knowledge, abilities and skills;

cultivation of the habit of acting in accordance with communist convictions, the requirements of the oath and military regulations;

physical improvement and the development of strengths, dexterity and endurance, etc.

It is essential to especially emphasize that at the heart of the content of military and political education of youths lie love for our country and devotion to the motherland, the CPSU and the great cause of building socialism and the readiness and ability to defend the USSR and the countries of the socialist community. The cultivation of heroism and patriotism is inconceivable without the formation of feelings for proletarian internationalism and the friendship and brotherhood of the Soviet peoples. At the present time, when the main feature of the age is the presence of a powerful world system of socialism, it is important to disclose to future fighting men the international nature of the defense of the socialist fatherland. As a result of patriotic education every youth should realize that the security of the motherland is impossible without training for the defense of the socialist fatherland.

For the successful fulfillment of the multiplan and highly cogent tasks of military and political education of youth of pre-conscription and conscription ages it is essential to keep in mind the continuousness and continuity of educational influences. The complication of problems with due regard for peculiarities of age and with the obligatory combination of theory with military and political practical work is gradual but steady. Military and political education should be carried out also in the training process (in schools, at vocational-technical schools, at training centers and at technical colleges) and in the family during nonschool time. Moreover, the leading and directing role in such a process is allotted to educational institutions. They should coordinate all efforts and implement pedagogical leadership.

The military and patriotic education of future fighting men requires purposefulness and persistence in the work of party, trade union and Komsomol organs and DOSAAF organizations and the recruitment for it of the entire public sector and especially the pedagogical collectives of schools, technical colleges, vocational-technical schools, training centers and DOSAAF schools.

Psychological Training of Pre-conscription and Conscripted Youth for Military Service; Tasks, Contents and Aspects of Psychological Training

It is well known that the psyche is the regulator of human behavior. Every violation of the stability of the soldier's psyche unfavorably influences his actions and conduct and shows itself negatively in military service and mastery of military skills, which affects combat readiness.

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Service by youths in the army and navy goes on in what is for them a completely new and unusual situation, under conditions of strict order according to regulations, military discipline and one-man management, where the commander's order is law for the subordinate and it must be carried out obediently and in a timely manner. This requires from youths a psychological readiness, the utmost volitional efforts and a high degree of discipline and organization.

The necessity of psychological training results from the nature of modern war and from the Leninist methodological tenet that the element of war is danger. "In a war," said V. I. Lenin, "there is not a single moment when you are not surrounded by dangers."\* It is natural that this circumstance cannot help but exert its influence on the psyche of the future fighting man and arouse negative emotions or mental stress and even terror in some. Nuclear missile weapons and the novelty of the situation magnify the dimensions of such danger. The dynamism of the situation, the deficiency of information and other negative factors will exert an influence upon the psyche of the fighting man in battle. For example, ignorance of the nature and real dimensions of the danger and the genuine significance of the sounds of battle and of other irritants can provoke an anxiety and feeling of alarm and hamper the fighting man's combat activity. Therefore, the fighting man needs not only combat ability and skill but also psychological preparation.

Everything stated above permits the assertion that without psychological training the introduction of future fighting men into subunit combat crews is extraordinarily difficult. In connection with the complication of military affairs and the conditions of service in the army the role of psychological tempering of future fighting men is constantly growing. Consequently, military instructors should know perfectly clearly that military instruction without simultaneous psychological tempering holds very little promise.

The concept of "psychological training" arose in connection with the necessity of forming in children the readiness for labor, but then with time it came to be used in aviation, sports and during the formation of readiness for other types of activity, especially for carrying out military duty.\*\* During the training of youth for military service it is correct to talk about nonmilitary psychological training, for it precedes the psychological training conducted in the army. There exists a logical continuity and didactic interconnection between them.

\* V. I. Lenin, "Complete Collected Works," Vol 44, p 210.

\*\* N. A. Shangin, "The Way to the Soldier's Valor," Kiyev, Radyans'ka shkola, 1975.

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By nonmilitary psychological training is meant the process of purposeful formation of the psychological firmness and readiness of pre-conscription and conscripted youth for activities under conditions of military service. The matter here concerns the formation of a set of those psychological qualities of the individual which would allow youths, with regard to future military activities, to increase in advance the functional reliability of the psyche and thereby insure a rapid transition to army life and mastery of a military specialty. The psyche is tempered under the guiding role of the ideological, political, military and patriotic education of future fighting men and finds its specific manifestation above all in correct attitudes about army service, in a concept of its social significance and in the desire and readiness to fulfill the sacred duty to one's fatherland.

/The goal of psychological training/ of pre-conscription and conscripted youth consists of /ensuring a reliable functioning of the psyche of the future fighting man during his period of military service/. It is given concrete expression in problems. Just what basic problems are solved in the process of nonmilitary psychological training?

/The aspiration and psychological readiness for military service are formed/ in pre-conscription and conscripted youth. This is an inner adjustment to military activity, a tuning of thoughts, feelings and the will toward a high quality fulfillment of the forthcoming honorable obligation and a patriotic attitude toward the sacred duty of defending the socialist fatherland. This is the capability to retain self-control over one's behavior when confronted with unforeseen difficulties and the ability to quickly reorganize one's psyche with regard to the requirements of military service and active offensive actions in the event of a sudden onset of war. At the heart of the inner readiness of the conscript lies the ideological conviction of the rightness of our ideals and of the inevitability of the victory of socialism over capitalism if the latter should unleash a war and also a confidence in military equipment, weapons and individual military training.

The state of readiness of a youth for military service in the army and navy includes the following constituent components: motivational (the need for and interest in fulfilling assigned tasks), cognitive (an understanding of tasks, an evaluation of their social significance, and a knowledge of the means for reaching the goal), emotional (patriotic feelings and a feeling of responsibility toward accomplishing tasks) and volitional (the ability to marshal one's strengths and concentrate on accomplishing assigned tasks and overcome difficulties and inner doubts). In evaluating the state of inner readiness of the conscript it is necessary to start with a qualitative assessment (readiness for what) and a quantitative assessment (the level of marshalling of the spiritual strengths of the future fighting man). Two types of readiness of the conscript are distinctive: general (long term) and situational (temporary in the form of a military need for immediate and urgent entry into battle or for military

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watch duty). The formation of an aspiration and psychological readiness of a youth for military duty is the central task of nonmilitary psychological training.

/Emotional and volitional firmness toward the influence of objective factors of military service are formed in youths of pre-conscription and conscription ages. Military activity entails danger. For example, in the last war such psychological phenomena as "tankphobia" and "aircraftphobia" arose under the influence of danger. "Atomicphobia" could arise in modern warfare. The enemy will attempt to influence the troops' imagination by means of "psychological warfare." So, together with real irritations in modern battle, imaginary ones will be functioning.

If new things enter the lives of youths before conscription into the army in the form of individual elements which do not require a sharp reorganization of patterns of life that had taken shape earlier, then upon conscription into the army the youths would encounter completely novel problems in military training and a way of life to which they are completely unaccustomed. All of this requires a radical breaking of the dynamic stereotype which had taken shape earlier. But the breaking of a stereotype is attended by an enormous expenditure of nervous energy and a large strain on the psyche. Failures in service are likewise very acutely suffered. Danger and novelty are often an obstacle to mastery of knowledge, abilities and skills and in applying them in practical work under service or battle conditions.

The action of these objective factors is grasped by young fighting men subjectively. On some they manifest a mobilizing influence but on others a depressing one. The youth's task consists of resisting the real as well as the imaginary danger and objective difficulties which arise, knowing how to overcome the volitional efforts of negative feelings and states and guiding his conduct while adapting to the tasks of battle, military service and communist convictions and moral principles. Such an ability has been termed emotional and volitional firmness. It is one of the tasks of nonmilitary psychological training. You will note that we are not talking about a complete removal of emotional stresses. This is impossible, for the psyche must react in accordance with functioning irritants. The aim is to bring emotions to the kind of optimum state (for example, a state of fighting stimulation) which would allow the youth to freely and consciously carry out the assigned tasks.

/Functional reliability and endurance of the psyche under conditions of military activity are formed/ in pre-conscripts and conscripts. Army service, with its many-sided types of activity directed toward the support of constant combat readiness and with the presence of complex modern equipment and a certain degree of risk in accomplishing combat training tasks creates a maximum of burdens and deprivations and provokes a succession of difficulties which in their turn can lead to constraint in action and infringement of the coordination of movements and lower the speed and accuracy of reactions and the productivity of memory and

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thinking. Psychological and physical stresses especially increase when military tasks are accomplished while awaiting a nuclear strike. Special research has shown, for example, that during numerous studies, vehicle drivers who possessed good nervous and mental endurance and functional reliability of the psyche retained a high reliability in driving until the end of the studies. Among those drivers who had poor mental endurance the driving reliability percentage was significantly lower. Cases of motorized rifle subunit troops were analogous. Among those who possessed a low mental endurance there was, by the end of the first days of the study, a lowering of firing results of about 35 percent compared with 4 percent among those troops with good mental endurance. Hence the task of non-military psychological training of youths is the formation of functional reliability and mental endurance.

In pre-conscripts and conscripts are /formed professional and psychological qualities/ which answer the requirements of a military specialty and effective operation of military equipment and enhance the capability of carrying out military tasks. Professional powers of observation, attention, memory, conception, imagination, thinking, speed of reaction to situations that arise suddenly, the capability of quickly transitioning from waiting to active operations with the utmost commitment, firmness in the face of obstacles and the ability to avoid becoming flustered by temporary failures, etc., are related to these qualities.

Every military specialty makes its demands upon professional and psychological qualities. For example, the work of the radiotelegrapher must be distinguished by a capability for vocally reproducing Morse Code signs, that of an acoustic analyzer by a capability for selectivity, that of motor reactions by speed, etc. The radar operator needs a developed optical capability in order to detect weak signals and the changes in their brightness and the capability to quickly memorize images on the screen and communicate changes of radar images and understand the reason for them. He must possess the capability of extended concentration of attention along with a heightened operational memory, etc. It has been established that the reliability and freedom from accidents in utilization of transport vehicles depend upon the drivers' level of development of professionally important psychological qualities. Based on attention, the driving reliability of the "best" drivers was 81.4 percent higher than that of the "worst" drivers, based on speed of mental reprocessing of information received--68.3 percent, based on the capacity of the visual analyzer--76.2 percent, and according to the speed of braking reaction--56.4 percent. A similar picture is observed among tank driver-mechanics. The accuracy and driving speed of vehicles along a controlled track was 55 percent higher among the "best" than among the "worst" according to switching of attention; according to the visual analyzer--74.4 percent and according to speed of mental reprocessing of information received--53.7 percent.\*

\* "Military Psychology," 1967, p 246.

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The content and structure of psychological training of the conscript depends upon specialty and his functional duties. For example, there are differences in the content of psychological training of radar operators, assault troops, tankmen and motorized riflemen, etc. The content of psychological training depends on individual peculiarities of the personality, behavioral motivations, character, temperament, capabilities, experience and other qualities of a youth. Thus the following enter into the content of psychological training of future airborne assault troops: a development of the sensitivity of analyzers (visual, acoustic, motor) in connection with the requirements for jumping with a parachute and with airborne assault equipment, the formation of important professional qualities (perceptions of space, time, motion, peculiarities of attention, memory, thinking and a steadiness in vestibular sensations, etc.), development of volitional features of the character, formation and maintenance among parachutists of positive psychological states, formation of feelings of collectivism, mutual understanding and confidence in one another and the striving for mutual assistance. There are distinctive peculiarities in the psychological training of private soldiers and command personnel. If it is proper to psychologically prepare the private soldier specialist primarily for direct utilization of military equipment and weapons in battle, then student officers should be psychologically trained to direct their subordinates under conditions of military service and battle.

Research shows that nonmilitary /psychological training/, dependent upon the problems being solved and the specific nature of the military activity, /can be expediently subdivided into two types: general psychological training for military service and psychological training for carrying out the duties of a military specialty/. In fact, service in the USSR armed forces shows the two-fold character of the influence on the fighting man's psyche. On the one hand, the entire structure of service and the multiphase dynamic military activity exert a daily influence on the general state of the person's psyche, and on the other hand combat equipment and military and professional training which is continuously becoming more complicated produce new and additional demands on the intellectual, sensory, motor, emotional, volitional and other qualities of the personality of the fighting man as a specialist. Thus at present, the time allowed for training specialists has been sharply shortened. Now the serviceman has to carry out a growing number of individual techniques and actions in each unit of time. While in 1945 a gun crew would carry out 10-12 operations in firing a shot, now the launch crew of a missile installation carries out 150. In comparison with the 1930s, the norms have increased by 60 percent and for individual specialties by several hundred percent.

/General psychological training for military service/ calls upon all means and methods of training and educational work to form in youth a positive, emotionally ringed attitude and interest in military activity (including officer activity) and the aspiration to study it. The feeling of Soviet patriotism and hatred for imperialism and a confidence in the rightness of our communist ideals and Leninist ideas concerning the

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defense of the socialist fatherland should be developed. An inner readiness for decisive and active actions and immediate entry into battle in the event the imperialists unleash a war and a feeling of confidence in our victory should be formed. Youths should be acquainted with the nature of future warfare, with the factors which will influence the fighting man's psyche and with the moral and psychological aspects of the probable enemy. Emotional and volitional firmness, functional reliability and endurance of the psyche under conditions of military service and activity should be developed.

/Psychological training for the fulfillment of specialist duties/ is a continuation of the general psychological training of the future fighting man, but it has its own specific character. It is conducted with regard for the requirements of a specific military specialty and in the interests of forming the professional and psychological qualities of the conscript's personality. The matter concerns finding a way to further develop the professional capabilities of youths, bringing them to the level necessary for successful mastery of equipment and a specialty. On the other hand, strain on the psyche during the accomplishment of military training tasks under certain conditions can negatively affect the quality of the combat work, actions and deeds of the fighting man. Moreover, the greater the overstraining the more important will be the mistakes in actions. Attentiveness deteriorates, the sequence of actions being accomplished is forgotten, excessive bustling about appears and the actions themselves become inexact and sometimes erroneous. Under combat conditions this is fraught with fatal consequences. Such a state of the military specialist's psyche can be prevented or held to a minimum by means of self-control, skill in which it is essential to form in youths in advance.

This type of psychological training is conducted in the process of instructing the conscript as a specialist in a specific type of equipment and with regard to the specific character of its use in a combat situation. Oversimplification of lessons, the absence of complex, quickly changing situations and tasks that become complicated and a lessening of exactingness are completely intolerable.

Between the two types of psychological training mentioned above there exists a close didactic interconnection. The first is the foundation or basis for the second. The results of general psychological training can in turn be realized only by means of psychological training of the conscript as a specialist under conditions of specific military activity and with the use of combat equipment and weapons.

#### Directions, Ways and Conditions of Psychological Training

Psychological training of pre-conscripted and conscripted youth for military service is thought of not as a separate type of training but rather as an integral component of basic military instruction and military and patriotic education. In other words, it enters organically into the training and educational process and is implemented in the same ways and

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by the same means and methods as instruction and education. Psychological training is a complex and continuous process. It would be incorrect to present it as a logical transition from the solution of one problem to another, etc. All problems of psychological training are solved in a single system of pedagogical influences on the rational, emotional and volitional realms of the individual. It is impossible, for example, to form in youths a psychological readiness for military service without simultaneously developing the emotional firmness and functional reliability of the psyche. Here a well-known methodological principle of psychology--the principle of individual (integral) approach--is being implemented. After all, even A. S. Makarenko talked about the fact that a person is not educated in bits and pieces but is created synthetically by the entire sum of influences he experiences.

The mechanism of psychological training of youths for military service can be presented as a process of influence on the psyche by the whole aggregate of factors which arise during NVP, military and patriotic education and mass defense work. These influences, interpreted by the consciousness of the future fighting man, engender in him motivational processes which are reflected in his deeds and actions. As a result of repeating actions over and over and the accumulation of experience, motivational processes can be transformed initially into purposes and then into a system of purposes which determines the emotional and volitional behavior of a youth in the most varied situations of military service and his inner readiness to fulfill the sacred duty of defending the fatherland, etc.

/It is proper to single out two interrelated directions in the psychological tempering of future fighting men./ These are the formation of the system of ideological, political, military and psychological knowledge, views, convictions, ideals of social significance and feelings which lie at the heart of an inner readiness for military service and the disclosure to youths of the objective necessity, essence, problems and ways of psychological training for service in the army. This is the theoretical basis and the starting point for the formation in youths of psychological qualities in the personality of the future fighting man. Moreover, it is a practical formation in youths of skills, habits, individual experience of emotional and volitional behavior under army conditions, the inner readiness to fulfill the requirements of military service, the ability to direct one's psyche and the capability to marshal and make one's inner "reserves" subject to the interests of combat or service. The matter here concerns systematic exercises for future fighting men. Apropos of this, A. S. Makarenko said that it is impossible to educate a man to be courageous if you do not put him in a position where he can display courage--it makes no difference in what--in restraint, in a straightforward and open word, in a certain amount of deprivation, in patience or in audacity.

/The nonmilitary psychological training of youths is determined in various ways. A communist world outlook lies at the heart of the inner readiness and emotional and volitional firmness of pre-conscription and conscripted youth. Therefore, it is proper to conduct the psychological tempering of

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future fighting men in concert with ideological, political, military and patriotic education. At the same time it is important to disclose to youths Leninist ideas and the decisions of the 25th CPSU Congress on the defense of the socialist fatherland, the just goals of our armed forces, the peaceful intentions of the Soviet people, the grandiose prospects in building communism, and likewise the reactionary essence of imperialism in general and the aggressive tendencies of American imperialism. It is important for youths at NVP lessons to successfully comprehend the Marxist-Leninist tenet on the causes and essence of wars in the modern era and on their nature, types and possible consequences. A deep understanding of these and other tenets creates a steadfast confidence in our victory in case of war and fosters the formation of a positive attitude toward military service.

Every youth possesses the marshaling capabilities of the psyche. For example, it has been established that the timely receipt of information materially stimulates the activity of the psyche and slows down defense reactions in the form of a passive-defensive reflex toward danger, suddenness or novelty. Consequently, it is important for youths to fully comprehend the inward and outward (psychological) picture of military service. For this it follows that they become acquainted with the structure of army life, its traditions, military customs, and with the military oath and regulations. This helps pre-conscripted youths to better understand how high and honorable the obligation is that the Soviet fighting man takes upon himself when he joins the ranks of defenders of the motherland and what moral and military qualities he should possess. It is important for future fighting men to understand the peculiarities of modern warfare, get a precise conception of the destructive factors of nuclear missile weapons and the means of defense against them and understand that in battlefield conditions positive as well as negative factors influence the psyche: the positive influences of the collective, the personal examples of the commander, political affairs officer and comrades, the influence of party and political work and success in battle.

Inner readiness and emotional and volitional firmness are based on the solid foundation of confidence in the reliability and faultless operation of military equipment and arms. The formation of such qualities in youth is a multiplan process. It depends upon a good knowledge of weapons and equipment materiel, on a portrayal of the generalized experience of the successful application of our own equipment and arms in the Great Patriotic War and on a portrayal and visual demonstration of modern equipment and arms in action. Various forms of military and patriotic work serve to promote the understanding of the social significance of military service and the formation of inner readiness to fulfill the sacred duty of defending the socialist fatherland: education in the examples of the lives and feats of heroes, conducting meetings with veterans of the revolution, the civil war and the Great Patriotic War and with Soviet army and navy troops, a widespread attracting of youth for participation in walking tours to places of the revolutionary, and a constant concern for invalids, war veterans and families of deceased fighting men, etc.

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In order for the future fighting man to actively marshal his psyche and consciously control his behavior, it is proper for him to become acquainted with the most general military and psychological concepts and peculiarities of the mental state and emotional and volitional processes under conditions of military activity, the demands of a military specialty on the psyche of the future fighting man and the concept of self-control and the basic means of accomplishing it.

/In the process of nonmilitary psychological training it is important to ensure the linkage of military and psychological knowledge, views and convictions of youth with the practical work of behavior under conditions of service in the army and fulfilling the sacred duty to the fatherland./ This linkage is inconceivable without the formation in youths of skills, habits, the experience of emotional and volitional behavior and functional reliability of the psyche in the NVP process, military and patriotic education and mass defense work. For example, lessons on tactical and firing training, military topography, military and technical training and civil defense represent a broad set of resources for solving these problems. Thus, at firing training the future fighting men accumulate the initial emotional and volitional experience of firing submachine guns (carbines) and grenade launchers. At the same time the youths develop powers of observation and the ability to visually determine distance and exert self-control over their actions. At practical lessons on civil defense there are developed the confidence in the effectiveness of the ways and means of defense against weapons of mass destruction and the experience of volitional behavior during the training work on eliminating the after-effects of their use by the enemy. The complex nature of tactical training, the dynamic nature of the situation, the succession of practical inputs, the presence of physical and mental difficulties--all of this helps to form tactical thinking and imagination and the capability of quickly assessing the situation and applying the necessary solution and teaches one how to psychologically interact with comrades in a combat situation. But as experience shows, the potentials for psychological tempering are transformed into reality only when the lesson situation most closely approximates army and combat conditions on the basis of the simulation of expedient physical and psychological difficulties by means of designating a "real" enemy and reconstructing an outward picture of battle along with its game elements, etc.

Five-day field exercises and military sports camps have a large role in the psychological tempering of youths. These forms of training work permit, to a great extent, the reconstruction of conditions of military service and the daily and repetitious psychological and physical stresses. Game and competitive forms of instruction--military sports festivals, "Orlyonok" games and civil defense competitions--are effective forms of psychological training of youths. Such competitions arouse in youths an emotional and cognitive activeness, form a feeling of collectivism and competitive sporting spirit, produce a striving for victory and develop high moral motivation. These competitions entail large physical stresses and therefore promote the development of the individual's volitional qualities.

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A number of problems of psychological training of youths are solved by means of physical education and sports if they have an applied military direction. At training exercises such as these, psychological powers of endurance are developed, speed and accuracy of reactions are heightened, perception, attention and memory are improved and firmness of vestibular sensations, powers of endurance and courage are produced.

The more precise the organization and the stronger the discipline the more effective will be the training and educational process itself, including the psychological tempering of future fighting men. For this reason it is essential to systematically maintain military and regulation order at NVP lessons and not permit oversimplification and indulgences. Strict regulation and NVP fosters in youths accuracy, assiduousness and reserve, trains them to value time and alters the dynamic stereotype, adapting it to conditions of military service. Excursions to military units, a familiarity with troop life and meetings with the troops does a lot for the psychological tempering of future fighting men.

In the interest of raising the effectiveness of nonmilitary psychological training it is necessary to observe a number of psychological and didactic conditions.

It is important to ensure gradualness in the increasing of mental and physical difficulties and conduct lessons with regard to the level of volitional tempering and accumulated experience of the emotional behavior of the future fighting men. At the same time it is proper to spare the youths an inordinate amount of tutelage, which lessens their independence and activeness.

NVP lessons in class and in the field should not turn into a rigid pattern. They need to be varied wherever possible and conducted on unfamiliar terrain under various weather conditions and at different times, various types of complex situations need to be created, due to which the youths are faced with problems of tactical, firing and technical military training and civil defense, a cognitive and practical activeness needs to be formed in the students and they need to be confronted with the necessity of consciously and actively overcoming difficulties and obstacles analogous to those which might occur in a real battle, otherwise the training will be useless.

Military instructors should pedagogically competently and purposefully implement in their lessons the tasks of psychological training of students and creatively use the various methods, means and forms of the training and educational work.

If all of this is not done, then knowledge may be transformed into rigid stereotypes which will not properly ensure the solution of problems of psychological training.

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In generally summing up what has been said, the conclusion can be drawn that owing to the concern of the CPSU and the Soviet Government a well-balanced system has been developed for training pre-conscription and conscripted youth for service in the USSR armed forces. It is directed at forming in future fighting men the basic military knowledge and skills, ideological, patriotic, moral, military and physical qualities and also the need for and readiness to fulfill the honorable constitutional duty of the Soviet citizen. A leading role in this many-sided process belongs to the military instructors. It is they who are its organizers and pedagogical creators.

In connection with the continuous development of all areas of military affairs, the growth of the educational and cultural level of youth and the complication of problems of instruction and education, pedagogical demands on the process of basic military training of youths are systematically increasing. In order to be equal to today's requirements and successfully solve training and educational problems, teachers must continuously improve their pedagogical skill and interpret and inculcate advanced experience.

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