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THESIS BOOKLET

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Sport-Based Tools of National Defence Education for Developing Societal Resilience

for the doctoral (PhD) dissertation

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Table of Contents

1. **Choice of Topic and Formulation of the Research Problem** 3
2. **Research Hypotheses** 6
3. **Research Objectives and Questions** 7
4. **Research Methods** 8
5. **The Investigations Conducted** 10
6. **Summary of Conclusions** 13
7. **New Scientific Results** 15
8. **Practical Applicability of the Research and Scientific Results, Recommendations** 17
9. **Publications** 19
10. **Professional and Scientific Curriculum Vitae of the Author** 21

This PhD dissertation explores the role of sport in national defence education through a multidisciplinary approach, integrating historical, pedagogical, sport science, military science, sociological, and security-policy perspectives. The research draws on a systematic review of the literature, historical and international comparative analysis, and empirical media research based on the MediaCloud database combined with statistical analysis. The results demonstrate that sport is not merely a tool for maintaining health or for military preparation, but one of the most important human factors for developing individual, community, and societal resilience. The dissertation also points out that a more conscious integration of this field offers a significant, as yet untapped opportunity for strengthening societal resilience in Hungary.

1. Choice of Topic and Formulation of the Research Problem

Generations growing up in the 21st century are born into a social and global environment whose complexity and risk factors are unprecedented in human history. On the one hand, macro-level challenges – climate change, armed conflicts arising from geopolitical instability, and the profound restructuring of power and economic systems – act simultaneously with micro-level processes that progressively erode individual well-being, and the internal cohesion communities once had. The acceleration of urbanization, dependencies reinforced by the digital sphere, sedentary lifestyles, and the spread of loneliness together weaken society's physical and mental condition. These trends are further deepened by the ever-widening reach of artificial intelligence, which fundamentally calls into question previously stable frameworks of work, knowledge, and human identity. All of this paints a troubling picture of compounding crises to which traditional, primarily knowledge-transmission-based educational models are increasingly unable to provide a satisfactory response. The role of education will therefore necessarily have to change. Instead of mere knowledge transfer, higher-order competencies will increasingly come to the fore – above all, resilience, meaning the conscious development of individuals' and communities' capacity for flexible resistance and adaptation. Without this capacity, not only the maintenance of personal well-being but also the handling of complex societal problems becomes questionable. This is especially true today, when amid growing information noise it becomes ever harder to recognize connections, understand cause-and-effect relationships, and foresee the consequences of decisions. Under such circumstances, it becomes a critical policy and pedagogical question which tools can strengthen individuals' and

communities' preparedness for continuous and rapid change, while at the same time strengthening society's internal cohesion.

To investigate this question, my research set out to explore a specific system of relationships that has not yet been analysed in sufficient depth in the literature: the triple relationship between physical education, patriotic and national defence education, and societal resilience. Owing to my professional activities, I have been engaged for years with questions concerning the systemic development of modern national defence education, and in the course of this work I was confronted with the realization that we tend – in both military and civilian thinking – to narrow patriotic and national defence education down to the function of military pre-training and recruit education. Encountering the concept of resilience at a scientific conference was the turning point that revealed to me the possibility of a substantially broader societal interpretation in this field.

In my dissertation, I examine the possibilities for strengthening national resilience through the relationship between physical education and sport on the one hand, and the armed forces and society on the other, scrutinizing both the theoretical frameworks and, naturally, international practice. The analysis moves within a particular temporal dimension, since while it draws on historical examples, it also seeks answers to the specific challenges of the 21st century.

I consider it important to emphasize that, at the time the topic was chosen, neither the escalation of the Russo-Ukrainian war, nor the COVID-19 pandemic, nor the global power realignment currently underway could have been foreseen. In hindsight, however, these developments only further reinforce the topicality of the research, as they have clearly shown that societal resilience is not merely an abstract theoretical concept but one of the defining elements of national security. I am convinced that a complex examination – from both a military and a scientific perspective – of the role sport and physical education play in national defence education can contribute to a deeper understanding and more effective development of this dimension.

21st-century asymmetric and hybrid forms of warfare – disinformation, cyberattacks, and the deepening of societal division – create a threatening environment in which the challenges endangering the security of nation-states increasingly target society's cohesion and psychological resilience. The vast majority of these threats carry no direct military character and do not directly affect the defence sector – which means that a defence approach relying solely on military tools and measures cannot, on its own, provide adequate protection against

them. An effective response requires the concept of security to be interpreted in a complex manner, and calls for a comprehensive, multidisciplinary, and multi-sectoral approach to the state's security policy.

This leads to the scientific problem statement of my research: to what extent are traditional security-policy paradigms, focused on technical force development, sufficient and durable against new types of multifaceted threats? Is it justified to shift the focus of strategic thinking toward the human side of society – in particular toward strengthening societal resilience through sport and modern national defence education – as an indispensable, yet currently undervalued, pillar of national defensive capacity?

Following from this problem statement, the central question of my research became: to what extent, and through what mechanisms, can patriotic and national defence education – together with the physical education and sport connected to them – contribute to reducing societal vulnerability to hybrid threats?

The aim of this dissertation is to provide empirical evidence that the relationship between sport and national defence education is not merely a short-term conceptual link, but a historically embedded and pedagogically grounded symbiosis – one of the fundamental sources of the human dimension of national resilience, requiring conscious development.

A particular light is cast on this problem by Hungarian society's ambivalent relationship with sport: while Hungary regards itself as a sporting nation, the vast majority of the population past school age does not engage in regular sporting activity at all.[1]

Over the past two decades, the population's physical activity level has not increased substantially: in this respect, Hungary ranks in the bottom fifth of the EU, and the data measuring physical activity likewise show no meaningful improvement. The priority continues to be elite sport, which is also clearly reflected in funding allocations. This state of affairs is in itself interesting enough to warrant a closer examination of the conditions and means under which sport's resilience-building effects on society can be effectively unlocked.

[1] TÁTRAI, Annamária – NÉMETH, Renáta – DÓCZI, Tamás (2024): Sportol-e a sportnemzet? A sportolás és a fizikai aktivitás gyakorisága, trendjei, egyenlőtlenségeinek meghatározói Magyarországon 2024-ben. In: TÓTH, István György – GÁBOS, András – MEDGYESI, Márton (Eds.): Társadalmi Riport 2024. Budapest: TÁRKI. 437.

2. Research Hypotheses

Based on the stated scientific problems, the research objective, and the research questions, I formulated six hypotheses.

- H1: It is hypothesized that defence education, sport, and physical education are capable of developing competencies that are applicable not only in the military domain but also in everyday life, civilian professions, and crisis situations, thereby directly contributing to the strengthening of both individual and societal resilience.
- H2: It is hypothesized that the technological evolution of warfare has consistently influenced the objectives and methods of soldiers' physical preparation throughout history. Consequently, those forms of physical activity and sports that best matched the physical, technological, psychological, and ideological requirements of warfare in a given historical period were systematically incorporated into organized physical education for young people, thereby becoming indirect instruments of defence education.
- H3: It is hypothesized that physical education and sport constitute common and essential components of defence education systems across different countries, regardless of their political systems, cultural traditions, or levels of institutionalization.
- H4: It is hypothesized that the media presence of the concepts of resilience and societal resilience has shown an increasing trend in the international media environment in recent years.
- H5: It is hypothesized that physical education, sport, patriotic education, and defence education are not closely associated with the topic of resilience in the international media discourse, despite the fact that these fields represent well-established means of strengthening individual and societal resilience.
- H6: It is hypothesized that sport-based programmes integrating defence education, national identity, and knowledge of the homeland contribute more effectively to the development of societal resilience than approaches addressing these domains separately.

This system of hypotheses examines the problem on three levels: structural (H1–H3), dynamic (H4–H5), and developmental (H6). Hypotheses H1–H2 lay the theoretical and historical

foundation of the research, while H3 confirms the generalizability of the relationship through international comparison; H4–H5 then explore current trends based on empirical media research, and finally H6, building on all of the above, points to a possible direction for development.

3. Research Objectives and Questions

The main objective of the research was to explore the mechanisms through which physical education and sport can contribute to the development of societal resilience. To this end, the dissertation:

- examined the conceptual and pedagogical frameworks of patriotic and national defence education, as well as of resilience;
- explored, through historical analysis, the development of the relationship between sport and military preparation;
- compared the national defence education models of eleven countries;
- analysed, through empirical media research, the evolution of media discourse related to national defence education and societal resilience;
- laid the theoretical foundations of an integrated, sport-based resilience-development model built on successful international experience.

The specific objectives of the research were:

- To explore precisely which mechanisms allow physical education and sport to contribute to strengthening societal resilience.
- A theoretical examination of the conceptual frameworks, pedagogical functions, and societal embeddedness of patriotic and national defence education.
- An analysis of how physical education was connected to military preparation and national defence pre-training in different historical periods.
- A comparative analysis of the national defence education models of eleven countries and the identification of common elements.
- Exploring, through empirical media analysis, how national defence education and societal resilience appear in media discourse.

- Developing an integrated resilience-building programme model based on existing domestic infrastructure.

The central research question of the PhD dissertation:

Are physical education and sport suitable for the conscious development of societal resilience, and if so, within what frameworks and through what mechanisms?

In the course of the research, I sought answers to the following research questions:

1. In what ways can physical education and sport, by strengthening physical, mental, and social competencies, contribute to developing resilience at the individual, community, and societal levels?
2. What relationship can be demonstrated between the warfare practices of particular historical periods and the forms of movement and sports applied in the organized physical education of youth, and along what expectations did this relationship, where it existed, manifest itself?
3. How do a country's political, cultural, and security-policy characteristics influence its system of national defence education and the sport-related elements within it?
4. Can it be demonstrated that the relative media significance of the concept of resilience showed a sustained increase between 2008 and 2025, and can this be linked to changes in the global security environment?
5. What relationship can be identified in the news media between the deterioration of the security-policy environment and the topics of national defence education and societal resilience coming into focus?
6. How could physical challenge, volunteering, skills development, and familiarization with the natural and built environment be integrated into a unified framework whose synergistic effect would develop participants' individual and community resilience?

4. Research Methods

The research examined the relationship between physical education, sport, patriotic and national defence education, and societal resilience using a multidisciplinary approach. In the course of the research, I sought to conduct a complex examination of the research questions and

hypotheses by applying qualitative and quantitative research methods in combination, building on one another. The methods applied made it possible to carry out an integrated analysis of the topic's historical, pedagogical, sport-science, military-science, sociological, and security-policy dimensions.

The theoretical foundation of the research was ensured by a systematic review of the literature, in the course of which domestic and international scientific publications, monographs, doctoral dissertations, legal regulations, strategic documents, and policy materials were processed. For the historical chapters, I applied document analysis, historical source analysis, and comparative analysis. In doing so, I reviewed the development of the relationship between sport, physical education, and military preparation from antiquity to the present day, paying particular attention to the influence that particular warfare practices and historical periods exerted on the development of organized physical education and sport.

As part of the international outlook, a comparative analysis of the national defence education systems of eleven countries was carried out. The purpose of the examination was to explore the role played by physical education and sport within national defence education systems operating in different political, cultural, and security-policy environments, and which elements can be adapted for Hungarian practice.

In the empirical part of the research, I applied a quantitative time-series analysis based on the MediaCloud database. In the course of the examination, I analysed the relative occurrence of the keywords sport, physical education, national defence education, patriotic education, resilience, societal resilience, cadet, war, and crisis in the international online news media over the period 2008–2025. The keyword queries were compiled on a monthly aggregated basis, which made it possible to examine long-term media trends and changes linked to security-policy events. The use of relative occurrence ratios ensured comparability across differing volumes of media coverage.

The purpose of the research was not to conduct a content analysis of individual media items, but to carry out a time-series examination of the concepts' media occurrence and to explore the relationships between them.

For the scientific processing of the large volume of empirical data, I used the IBM SPSS Statistics software package. In the course of the data analysis, alongside descriptive statistical

indicators, I performed correlation analyses (Pearson, Spearman, and Kendall correlations) and curve-fitting regression analyses to explore what statistically interpretable relationships could be identified among the media occurrences of the examined keywords, as well as what relationship exists between changes in the security-policy environment and the media occurrence of particular concepts. The statistical methods applied contributed to an objective examination of the research hypotheses and to the scientific grounding of the identified trends. I evaluated the results of the empirical analysis using a combination of graphical representations, time-series trend analyses, and statistical tests. This methodological approach ensured the reliability of the research results and made possible an integrated interpretation of the findings from the historical, comparative, and empirical investigations.

The way the applied research methods built on one another ensured that the research examined the role of sport and national defence education in developing societal resilience from theoretical, historical, comparative, and empirical perspectives alike. This methodological combination contributed to increasing the reliability and scientific soundness of the research findings.

My research work was facilitated by the fact that certain fields had already been researched, analysed, and thoroughly explored by others, and that the literature used in their published works made it easy to continue the investigation further. It was also helpful that the question is on the agenda not only domestically but also internationally, engaging a number of experts, which meant it could be examined not only in Hungary but also in nearby and, in significantly different respects, more distant countries.

I closed the research on 30 March 2026; the dissertation therefore contains the analysis and evaluation of events, documents, and processes preceding that date.

5. The Investigations Conducted

The dissertation addresses the relationship between physical education, sport, patriotic and national defence education, and societal resilience in eight main chapters. The chapters build on one another: the presentation of the theoretical foundations is followed by historical and international comparative analysis, which is in turn followed by empirical research and, finally, development proposals.

Chapter 1 – Theoretical Framework: The Intersections of Physical Culture, Patriotism, and Security

The first chapter defines the basic concepts and theoretical framework of the research. It presents the theoretical foundations of the relationship between sport, physical education, and warfare, clarifies the conceptual system of patriotic and national defence education, and reviews the various interpretations of resilience. The chapter lays the groundwork for the view that physical education and sport can be a defining human resource for developing societal resilience.

Chapter 2 – The Historical Connection Between Sport and Warfare

This chapter traces the intertwined history of sport and warfare from antiquity to the present day. It demonstrates that in every period examined, the forms of movement incorporated into the organized education of youth were those that matched the warfare of the given era in physical-technical, psycho-mental, and ideological terms alike. Through a detailed case study of five sports – combat sports, shooting, fencing, obstacle-course competitions, and the modern pentathlon – it substantiates this relationship and presents the process by which military forms of movement were refined into Olympic sporting disciplines.

Chapter 3 – Patriotic Education and Physical Education

The third chapter addresses the historical and pedagogical development of the concept of patriotic and national defence education. It examines sport's role in shaping identity and shows how national identity, collective memory, and sport relate to one another. Using international examples, the chapter analyses different models of patriotic education and their pedagogical characteristics.

Chapter 4 – The Role of Physical Education and Sport in National Defence Education

The fourth chapter examines the historical development of national defence education and its current institutional system. It analyses the roles of the family, the school, and communities, and presents the pedagogical characteristics of the Levente Movement, the Hungarian National Defence Association, the Youth Guard (Ifjú Gárda), and the current Honvéd Cadet Programme and the National Defence school subject. It gives separate attention to the programmes of the

Hungarian Defence Sports Association and to the possibilities of experience-based national defence education.

Chapter 5 – Comparison of International Models of National Defence Education

The fifth chapter contains a comparative examination of the national defence education systems of eleven countries. The purpose of the research is to explore the role played by sport and physical education in national defence education under different social and security-policy conditions, and which international solutions can be adapted for the Hungarian public education system.

Chapter 6 – Sport, Physical Education, and Societal Resilience

The sixth chapter is the dissertation's central theoretical unit. It presents the relationship between individual, community, and societal resilience, analyses the mechanisms through which sport builds resilience, and examines the national-security significance of the population's physical and mental condition. The chapter also reviews the resilience concepts of the European Union and NATO, and on this basis interprets the role of sport in developing societal resilience.

Chapter 7 – Empirical Research: Media Content Analysis

The seventh chapter presents the dissertation's empirical research. A quantitative time-series analysis based on the MediaCloud database examined the relative occurrence of the concepts of sport, physical education, national defence education, and resilience in the online news media over the period 2008–2025. The data were processed using IBM SPSS Statistics, with descriptive statistical analyses, correlation analyses, and curve-fitting regression analyses used to uncover the relationships and trends appearing in the media discourse. The research confirmed resilience's growing presence in the media, while also pointing out that sport and national defence education are currently linked to this conceptual field only to a limited extent.

Chapter 8 – Innovative Directions and Integrated Development Opportunities

This chapter provides a detailed evaluation of the relationship between national defence education and compulsory military service, establishing that national defence education is not an alternative to conscription but a structural precondition of any model of force organization. Building on the research findings, the closing chapter also formulates development proposals.

It presents the Duke of Edinburgh Award programme, analyses its pedagogical characteristics, and then outlines the possibility of a domestic adaptation and communication direction. The proposed model links sport, national defence education, volunteering, hiking, and skills development into an integrated system, thereby offering a new approach to developing societal resilience.

6. Summary of Conclusions

The 21st-century security-policy environment has fundamentally transformed: in an age of modern, hybrid, and asymmetric threats, national security can no longer be understood solely in military terms. The classical paradigm that identifies defensive capability primarily with the potential of the armed forces now requires supplementation. The complex crises of the 21st century have highlighted that the critical point of vulnerability for modern states is often not the armed forces but society itself. The research is built on the recognition that current security frameworks do not sufficiently weight the human factors of societal resilience, and that the capabilities developed through sport and national defence education – physical and mental stamina, team spirit, discipline, and a proactive civic attitude – can form the basis of a new, holistic security paradigm in which the development of societal resilience becomes a strategic priority on a par with force development.

The research confirmed that the relationship between physical education, sport, and national defence education cannot be regarded solely as a matter of historical or military significance. Based on the findings of the investigations, these fields form a shared competency-development system capable of contributing to strengthening individual, community, and societal resilience. The physical, mental, and social competencies developed through sport – in particular perseverance, self-discipline, cooperation, taking responsibility, problem-solving ability, and stress tolerance – are equally applicable in everyday life, civilian occupations, and crisis management, which is why sport can be regarded as one of the defining resources of the human dimension of national resilience.

The historical analysis showed that a close interaction between the development of warfare and the emergence of organized physical education could be demonstrated in every period. Forms of movement and sports that adapted to the military requirements of a given era gradually became part of education and later developed into independent sporting disciplines. This

historical process confirms that the relationship between physical education and national defence preparation is not an occasional phenomenon but a long-standing pedagogical and societal developmental trend.

Based on the international comparative analysis, it can be established that national defence education models operating in different political and cultural environments apply different organizational solutions, yet the prominent role of physical education and sport appears in all of them as a common element. The experiences of the countries examined show that physical activity, communal experience, experiential pedagogy, and skills development contribute in the long term to strengthening society's adaptive capacity and security awareness.

The empirical media research confirmed that the concept of resilience showed a clearly increasing international media presence over the period examined. At the same time, the statistical analyses also showed that the media discourse on sport, physical education, and patriotic and national defence education is linked to the concept of resilience only to a limited extent. This indicates that although the literature and the research findings confirm the resilience-building role of these fields, this connection has not yet appeared in a conscious and consistent manner in public thinking and media communication.

The quantitative time-series analysis based on the MediaCloud database, together with the correlation and curve-fitting regression analyses performed using IBM SPSS Statistics, confirmed that security-policy events have a significant effect on the media occurrence of the examined keywords. The media discourse, however, is primarily reactive in nature: the topics of patriotic and national defence education typically come to the fore in connection with crisis situations, rather than appearing as part of a consciously built, long-term societal strategy.

Based on the research findings, it can be established that sport and physical education are among the most significant, yet currently underutilized, tools for developing societal resilience. The investigations support the view that, in the future development of national defence education, it is advisable to give priority to complex programmes built on physical activity, communal experiences, volunteering, and skills development. The integrated development model elaborated in the dissertation points to a possible direction that, by building on the existing domestic institutional system, could be capable of strengthening societal resilience over the long term.

7. New Scientific Results

The purpose of the research was to explore how sport-based programmes can contribute to strengthening societal resilience, and what dynamics influence the various formal and substantive changes within the field.

Through the examination of six hypotheses and the answering of the research questions, the research produced the following results, which can be evaluated as new scientific contributions.

1. This dissertation demonstrated that physical education and sport are not merely instruments of individual health promotion but constitute one of the fundamental structural resources of societal resilience. The physical endurance, mental resilience, discipline, and teamwork developed through sporting activities represent transferable competencies that strengthen resilience and adaptive capacity at the individual, community, and societal levels. This conclusion is supported by a synthesizing analysis of the literature on resilience theory, sports sociology, and defence education.
2. I have substantiated that the technological evolution of warfare has, throughout history, been closely intertwined with the objectives and methods of the physical preparation of young people. Those forms of physical activity and sports that best matched the physical, technological, psychological, and ideological requirements of warfare in a given historical period were consistently incorporated into organized physical education. To substantiate this finding, I evaluated the dominant forms of physical activity in different historical periods with regard to their physical suitability, contribution to mental preparedness, and ideological compatibility.
3. Based on a comparative analysis of the defence education systems of eleven countries, I identified that physical education and sport constitute a permanent and widely accepted component of defence education in every model examined, regardless of differences in political systems, cultural traditions, or levels of institutionalization. Furthermore, I found that the most sustainable systems are those implemented through institutional cooperation between schools, civil society, and the armed forces, and which organize defence education not as a reactive response to security threats but as an integral element of personality development and community building.
4. Through a quantitative media analysis of the 2008–2025 MediaCloud time series, I provided empirical evidence that the concept of resilience has evolved into an

independent topic with a statistically significant upward trajectory in the international online news media examined. The findings demonstrate that resilience has gradually become a dominant conceptual framework for interpreting security-related events, indicating the emergence of a new communication paradigm within the international media discourse.

5. By conducting a quantitative analysis of long-term MediaCloud time series, I demonstrated that the media presence of patriotic education and defence education in the international online news media is not continuous but increases markedly during periods of deteriorating security conditions and declines as the perceived level of threat decreases. This pattern reflects a reactive, campaign-like communication approach rather than the characteristics of proactive resilience building. At the same time, I demonstrated that the media representations of physical education, sport, and defence education remain largely disconnected from the growing resilience discourse. This conceptual separation reveals an underutilized development potential, highlighting opportunities for communication strategies and programme development that build upon the resilience-enhancing functions of sport.
6. Drawing upon the long-term international experience and measurable impact assessment results of the Duke of Edinburgh's Award, I demonstrated that sport-based programmes integrating defence education, national identity, and knowledge of the homeland within a unified conceptual framework contribute more effectively to the development of societal resilience than approaches addressing these domains separately. Based on this evidence, I developed the scientifically grounded conceptual and professional framework of an adaptation model derived from the analysis of both the Duke of Edinburgh Award and existing Hungarian systems. Furthermore, I proposed an adaptation model tailored to the Hungarian institutional environment. As this proposal is built upon an internationally established and extensively validated programme model, it may be regarded as a scientifically grounded applied framework with strong potential for effective implementation in Hungary. Nevertheless, since no equivalent integrated system currently operates in Hungary, the practical validation and comparative evaluation of the proposed model require further empirical research.

In my view, the results of the research as a whole confirm that patriotic and national defence education is not a security-policy tool in the narrow sense, but one of the key, complex areas for developing societal resilience.

Based on the new scientific results, it can be established that effective resilience-building requires the creation of a coherent, multi-sector system that implements national defence education continuously and, in a manner, adjusted to age-related characteristics, through the cooperation of public education, sport, the civilian sphere, and the armed forces. In the absence of this, the adaptive capacity of society, and of the armed forces as part of it, remains structurally limited. I trust that the research can thus contribute to an interpretive framework in which national defence education appears not as an occasional intervention, but as a fundamental pillar of a consciously planned and sustainable system for developing national resilience.

8. Practical Applicability of the Research and Scientific Results, Recommendations

The relationships and regularities uncovered in the course of the research can be applied in a number of scientific disciplines and in numerous areas of practical life. The dissertation's findings can help ensure that a resilience-centred approach appears in a scientifically grounded manner in Hungary's national defence education, public education, and security-policy thinking. One of the most important messages of the research is that patriotic and national defence education can be understood not merely as a reaction to security-policy challenges, but also as a long-term, systemic tool for societal development.

The practical application of the results can primarily be envisioned in the fields of education, national defence education, sport, and public-service preparation. The research supports the view that the resilience-developing function of physical education and sport should be given greater emphasis in the objectives and requirements of the National Core Curriculum, the National Defence school subject, and the Honvéd Cadet Programme. While the current regulatory framework does provide for patriotic and national defence education, its resilience-developing effect mechanism has not yet appeared as an independent pedagogical objective.

The research findings can furthermore be applied in the development of national defence education programmes, in teacher training, in the design of sport-based skills-development programmes, and in the further development of the programmes run by the Hungarian Defence Sports Association and other governmental and non-governmental organizations. The integrated resilience-development approach elaborated in the dissertation can be suitable for creating, through the cooperation of various institutions, a more unified, more effective, and long-term sustainable development system.

From a scientific point of view, the dissertation offers a multidisciplinary analytical framework that integrates the findings of military science, educational science, sport science, sport sociology, and media studies. The research methods applied – in particular historical analysis, international comparative examination, and quantitative media research based on the MediaCloud database together with its statistical analysis – can serve as a basis for further empirical research, particularly in measuring the resilience-developing effects of national defence education programmes.

I believe that the research can contribute to a shift in approach, as a result of which the relationship between national defence education and sport no longer appears as an occasional or purely security-policy matter, but can become embedded in Hungarian practice as a scientifically grounded, historically proven system for societal development, capable of responding to the challenges of the 21st century.

9. Publications

- SZABÓ, Zoltán – UJHÁZY, László (2025): Evolution of military obstacle courses and obstacle running in enhancing resilience.

  Scientific Journal of The Military University of Land Forces 57(1), 103–115.

- NÉBALD, György – SZABÓ, Zoltán (2024): A sport szerepe a kadétok felkészítésében.

  In: NAGY, József – VITKOVICS, Mercédesz – BEKE, Krisztina (Eds.) A technikai sportok szerepe a honvédelmi nevelésben, national conference of the Hungarian Defence Sports Association and the National Leisure Sports Federation of Hungarian Technical and Mass Sports Clubs, 2024, Santos Publishing and Printing Ltd. 29–37.

- SIMICSKÓ, István – SZABÓ, Zoltán (2023): The Hungarian Defence Sports Association.

  Hadtudományi Szemle, 16(4), 251–260.

- SZABÓ, Zoltán – UJHÁZY, László (2023): The Possible Role of Sports in Keeping Volunteer Reservists "Forged Together" Between Two Call-Ups: The Case of Hungary.

  Revista Academiei Fortelor Terestre / Land Forces Academy Review 28(3), 171–178.

- SIMICSKÓ, István – SZABÓ, Zoltán (2022): A sportlövészet jelentősége és szerepe a hazafias és honvédelmi nevelésben (2.).

  Honvédségi Szemle, 150(2), 68–80.

- SIMICSKÓ, István – SZABÓ, Zoltán (2022): A sportlövészet jelentősége és szerepe a hazafias és honvédelmi nevelésben. (1.).

  Honvédségi Szemle, 150(1), 106–117.

- SZABÓ, Zoltán (2022): A fiatalok és a hírszerzés.

In: KISS, Rebeka – URBANOVICS, Anna (Eds.) A haza szolgálatában: Konferenciakötet 2021. Budapest, National Association of Doctoral Candidates (DOSZ), 32–42.

- SZABÓ, Zoltán (2022): Akadály mint lehetőség: Az akadálypályák és az akadályfutás fejlődése, pedagógiája és társadalmi jelentősége.

  In: SZELEI, Ildikó (Ed.) A hadtudomány és a 21. század 2022. Budapest, Hungary: National Association of Doctoral Candidates (DOSZ), Colorcom Media Kft. 306–321.

- SIMICSKÓ, István – SZABÓ, Zoltán (2021): Önvédelem – honvédelem: a harcművészetek jelentősége és szerepe a honvédelmi nevelésben.

  Honvédségi Szemle, 149(5), 101–113.

- SZABÓ, Zoltán (2021): A magyar ifjúság generációs sajátosságai és a biztonsághoz való viszonyulása.

  Honvédségi Szemle, 149(3), 80–91.

- SZABÓ, Zoltán (2021): A hazárdőr hazafi: Szemere Miklós.

  In: BARÁTH, Noémi Emőke – KOVÁCS, Petra – NOVÁK-VARRÓ, Virág – URBANOVICS, Anna (Eds.) A Haza szolgálatában: Konferenciakötet 2020. Budapest, Hungary, National Association of Doctoral Candidates (DOSZ), 144–152.

- SZABÓ, Zoltán (2018): Aktuális-e a honvédelmi nevelés, jó-e az iránytűnk?

  Hadtudományi Szemle, 146(6), 45–57.

10. Professional and Scientific Curriculum Vitae of the Author

Lieutenant Colonel Zoltán István Szabó's military career and scientific activity are intertwined in the field of national defence education, patriotic education, and sport. For years, he has been actively involved in professional work addressing the systemic development of modern national defence education. In the course of this work, he was confronted with the realization that we tend to narrow patriotic and national defence education down to the function of military pre-training, while its potential for building societal resilience remains scientifically undervalued and untapped.

During his career, he took part in preparing the establishment of the Hungarian Defence Sports Association, in whose scientific and professional matters he continues to play a defining role today. He is a regular contributor to the Honvédségi Szemle (Hungarian Defence Review) and the Hadtudományi Szemle (Military Science Review); the number of his scientific publications on the topic in domestic and international journals stands at twelve. He conducted his doctoral research at the Doctoral School of Military Sciences of the Ludovika University of Public Service, under the supervision of Brigadier General Ferenc Molnár and Colonel László Ujházy.

His doctoral dissertation uniquely combines military science, educational science, sport sociology, and media studies, supplementing the systematic literature review and the comparative study spanning eleven countries with empirical MediaCloud analysis. The research explores the role of physical education and sport in building societal resilience, develops a pedagogical impact-chain model of sport, and presents the adaptation model of the “For the Homeland” National Virtus Programme as a possible direction for development for domestic systems.