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APPEARANCE OF DIGITAL COMPETENCES IN THE COMMUNICATION AND MOBILE USING HABITS OF PARTICIPANTS IN THE HONVÉD CADET PROGRAM

DIGITÁLIS KOMPETENCIÁK MEGJELENÉSE A HONVÉD KADÉT PROGRAMBAN RÉSZTVEVŐK KOMMUNIKÁLÁSI ÉS MOBILHASZNÁLÁSI SZOKÁSAIBAN

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Abstract

IT applications common in the civilian field have also appeared in the military field, the best example of which is the digital soldier. We equip the soldier with IT tools so that the data necessary to fight the battle is immediately available to him. In this way, you get a screen and a camera on the practitioner's clothes, which, when connected to a system, become part of an IT network. Communication can be done through the microphone or the touch screen, just like on home computers or as the society that grew up using mobile phones is used to. Can everyone become a digital soldier? The publication analyzes the existence of the digital soldier's digital competencies based on a large-scale questionnaire among military cadets.

Keywords

digital soldier, ability, digital competence

Absztrakt

A civil területen megszokott informatikai alkalmazások megjelentek a katonai területen is, a legjobb példa erre a digitális katona. A katonát felszereljük informatikai eszközökkel, hogy a harc megvívásához szükséges adatok rögtön azonnal elérhetőek legyenek a számára. Így egy képernyőt és kamerát is kap a gyakorló ruhájára, amit egy rendszerbe kötve egy informatikai hálózat része, eleme lesz. A kommunikáció a mikrofonon vagy az érintős képernyőn keresztül is történhet, ugyan úgy, mint az otthoni számítógépeken vagy ahogy a mobiltelefon használatán nevelkedett társadalom megszokta. Lehet-e mindenkiből digitális katona? A publikáció elemzi a digitális katona digitális kompetenciáinak a meglétét a katonai kadétok között végzett nagymintás kérdőív alapján.

Kulcsszavak

digitális katona, képesség, digitális kompetencia

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INTRODUCTION

The XXI. In the 20th century, the increase in the number of armed conflicts prioritized the modernization of the technical equipment of the armies and the education and training of their operators and personnel. Armies increase their numbers either through their own school system or by recruiting and training the civilian population.

Applicants for armed service bring with them the knowledge and skills they have learned in civil society, under controlled conditions, in the classroom or during independent training. This knowledge enables them to have skills that help them successfully integrate into society and adapt flexibly to changes in the labor market.

The rapid development of information and communication technology tools in the world affects all areas of life and unknowingly changes our daily way of life. Recently, these processes require faster and faster adaptation from both users and manufacturers.

Newer and newer smart devices that appear provide help and support to their users, and in many cases save them time. Without them, we would no longer be able to book an appointment, shop online, talk to our friends across the continent, study, and if we are sick, we would need the IT tools to get our medicine. Knowledge of the use of basic IT tools is already expected at workplaces, and it is also good to have an Internet mail account in case of complaints and requests for information from service providers.

Recognizing this technical change taking place in the world, IT training also appeared in education, and we can get used to interacting with machines and robots almost from preschool age. At school, computers are already a basic tool in education, and almost every student has access to or owns a personal computer, and more and more students are using smartphones, some even tablets.

The demands for the use of IT tools present humanity with new challenges. New challenges make it necessary for users to have new competencies in order to be able to properly adapt to today's requirements. The national defense is no exception to the digital revolution, so the digital soldier appeared as a means of exploiting digital opportunities, along with the competencies necessary for its use.

The recommendation (2018/C 189/01) issued by the Council of the European Union in 2018 [1], which talks about the key competences required for lifelong learning, is aligned with these requirements, as well as the recommendation adopted by the Hungarian Government on June 11, 2019 the government decision "On the development and implementation steps of the Digital Competence Framework" submitted by the Ministry of Innovation and Technology.

Of course, the acquisition of these competencies can be achieved through a learning process. The learning process is strengthened by practical application. The main elements of the digital soldier are already present in civil society. For example, the displays are similar to smartphones, and the communication devices are copies of the usual headphones. The tools of the digital soldier can therefore be identified with the digital tools used in the civilian field, so the use of existing digital tools in the civilian field contributes to the acquisition, i.e. development, of the competencies of the digital soldier.

DIGITAL SOLDIER

Hungary's Artificial Intelligence Strategy [4] was completed in 2020, which defines the introduction and development of AI for a period of 10 years. Based on this, the National Military Strategy of Hungary [5] was published in 2021, which brought with it the appearance of the digital soldier.

The main elements of the structure of the digital soldier:

1. Elements involved in communication: earphones, microphone, radio
2. Elements involved in displaying data: portable computer, displays
3. Elements involved in data collection: sensors, cameras
4. Power supply devices: batteries, energy distributors

In the era of digital communication, it is necessary to be able to provide soldiers with all the information they need to fight. The data received by the driver through the reconnaissance system is processed and then sent to the tablet placed on the arm of the combat soldier. [7] This is how the soldiers see their own situation in the current military maneuver. Digital soldier systems can even be connected to a network, so management can operate at battalion and brigade level. The flow of information also works backwards, because the signal from the sensors (camera) worn by the soldier is connected to a transmitting device, the transmission of which is received by a centrally located receiver, so the commander sees everything that the soldier sees.

It is easy to see that the soldier, with the technical devices on him, has become one of the outsourced data users and data collectors of the management's central computer. It is not possible to receive, process and interpret the data arriving on the devices without digital competences.

DIGITAL COMPETENCES OF A DIGITAL SOLDIER

Competence should be understood as based on knowledge, experience, values and dispositions that can be acquired during learning.[3] According to Zoltán Kerber: "Competence is characterized by the level of autonomy and responsibility that appears during the completion of the task, and the concept includes the use of knowledge, cognitive and practical abilities".

According to the EU's recommendation, digital competence is also among the key competences required for lifelong learning, the reference model of which describes everything that digital competence includes in 5 competence areas as follows:

1. Information and data management
2. Communication and cooperation
3. Creating digital content
4. Security
5. Problem solving

Regarding the device system of the digital soldier, we can say that there is a user (soldier) who only manages the IT device and there is a programmer who programs the device. The user and the programmer are two separate persons, but they can also be the

same person. As a result, since the digital soldier does not create digital content, he only uses the device, so the digital soldier is covered by the 1st and 2nd competence areas, while the programmer is mostly covered by the 3rd area, while cyber defense belongs to the 4th area, the area 5 for education.

Interpretation of the reference model from a military point of view:

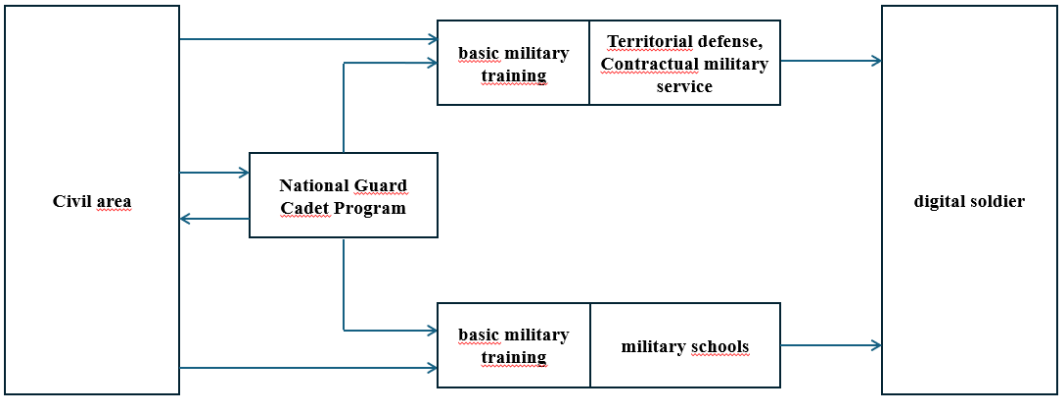
1. Information and data management: Formulation of information needs, search and retrieval of digital data, military information and content. Assessment of the authenticity of the data source and content. Storage, management and organization of digital data, military information and content according to military regulations.

2. Communication and cooperation: Interaction, communication - with superiors and subordinates - cooperation using tools using military digital technologies. Participation in military digital services.

Of course, the acquisition of these competencies can be acquired and deepened during military exercises. The learning process is supervised by military instructors and they help to master the processes necessary for practical application. The used devices can already be found in civil society, as the displays are similar to smartphones, for example, and the communication devices are copies of the usual headphones. For the soldiers to be trained, the tools will not be new, only the usage environment and the method will be different compared to what is usual in the civilian field, so we can say that the use of digital tools in the civilian field contributes to the acquisition of the competencies of the digital soldier. The existence of these was examined by a survey among the cadets of the national defense using a large sample questionnaire.

SURVEY AMONG PARTICIPANTS IN THE NATIONAL GUARD CADET PROGRAM

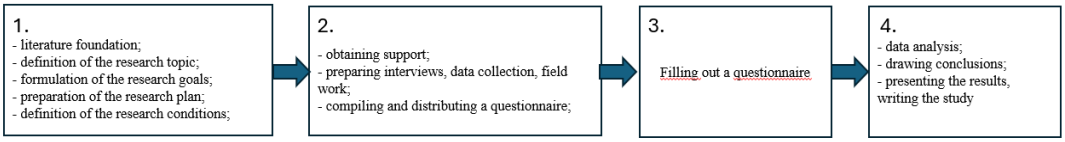
Participants in the National Guard Cadet Program come from the civilian area, and at the end of the training either return to the civilian area or have the opportunity to continue their studies in the military area. Those who apply from the civilian area to become a territorial defense reservist or contract soldier can take part in military training, which can also be done after the cadets of the national army have graduated. Everyone who fulfills the application conditions has the opportunity to apply to a military school, so the cadets of the National Guard also have the opportunity to choose a military career. Those who return to the civilian field after completing the national defense cadet program have the opportunity to continue their work in the military field. Everyone who chooses a military field first participates in military training, so we can say that the path to the digital soldier leads through military training, as shown in Picture 1.



Picture 1.: Connection diagram of participants in the National Guard Cadet Program, own editing

Potential applicants mostly acquire the digital competences required for the digital soldier in the civilian field or in the National Guard Cadet Program.

The research of the digital competencies of the participants in the cadet program took place according to Picture 2.



Picture 2.: Flow chart of research, own editing

The research was supported by the National Defense Sports Association, which gave me a letter of support signed by the general vice-president Dr. György Nébald. This letter of support was a good offer to the school principals, who accepted my request with confidence. I hereby thank the National Defense Sports Association for its support.

Since the National Guard Cadet Program (HKP) in Hungary has 3 levels: HKP I., HKP II. and HKP III., and for interviewing HKP I. and HKP II. was selected because this level of training is offered by civil secondary schools. Mikszáth Kálmán Technikum és Szakképző Iskola was selected from among secondary schools teaching according to the HKP I. program, with a location in Balassagyarmat, while HKP II. among secondary schools that teach according to Than Károly Ökoiskola and Technikum with a location in Budapest.

In both secondary schools, the person in charge of national defense education was appointed by the school principals as the subject of the interview. The areas that stood out during the interviews were the following:

- the interviewees said that there is no longer an IT class in the classical sense, but instead a digital culture class, which is not equivalent to an IT class

- the biggest problem is that students take all the information they find while browsing the Internet as authentic, not they are critical of the information they receive
- the students use social media well, but word processing and spreadsheet management are less successful
- students use the smartphone mostly for communication, they cannot be separated from the smartphone, they can also use the phone during class under the guidance of the teacher
- it is very difficult for the students to transfer the competences needed to create their own portfolio
- the poorer students do not have a laptop, tablet or PC only they have mobile phones
- students are increasingly using artificial intelligence to solve their homework
- the schools have a good relationship with the Hungarian Defense Forces, students go to military demonstrations and the Defense Sports Center
- students' willingness to further study or work in the armed forces is greatly influenced by the amount of salary appearing in military recruitment advertisements in the media
- they like to wear cadet clothes both at school and on the street
- taking the ECDL exam is not mandatory for students
- many students do not participates in the ECDL exam because their scholarship does not increase if they pass the exam
- at the graduation exam students solve a word processing task, a presentation task, a spreadsheet task, a database management task, as well as an algorithmization and programming task from the digital culture subject

Based on the interviews, I prepared the questionnaire with the help of Google Forms, I processed the data obtained with Google Sheets on the one hand, and Libre Office Calc, an alternative to Microsoft Excel, on the other hand, while during the deeper analyzes I used the free software PSPP instead of SPSS. I used the works of Klára Tóthné Lőkös [8], [9], among others, to explore the connections and formulate the conclusions.

The questionnaire was sent to 150 schools where the National Guard Cadet Program was launched. The questionnaire was available from 22.04.2024 until midnight on 12.05.2024. The filling in was completely anonymous, so it is not possible to infer the person filling it in. Schools can access the results of the research through the National Defense Sports Association.

The questions of the questionnaire are grouped around the following topics:

1. Demographic questions (8 questions)
2. Communication (9 questions)
3. Technology (10 questions)
4. Sport-leisure (8 questions)
5. Education (6 questions)

The questionnaire was returned by 808 national defense cadets. The number of questionnaires received corresponds to the statistically determined number of items, on the basis of which my findings can be extended to all participants in the National Guard Cadet Program:

$$n = \left(\frac{\sigma * z}{D}\right)^2$$

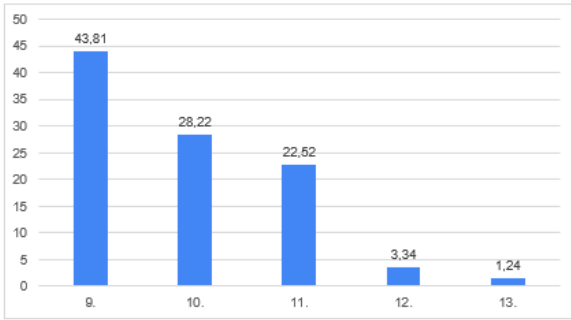
where D (accuracy) =± 5%, CL (confidence level) = 95%, Z = 1.96, σ = between 50-55 (in this case 50), based on the formula n (minimum sample size) = 385

Mandatory responses were not set in the questionnaire, so you could skip the questions or go back to correct the answer you had already given. Due to the non-mandatory response, I interpreted the answers received, which was 808, in percentage distribution.

SURVEY DATA AMONG PARTICIPANTS IN THE NATIONAL GUARD CADET PROGRAM

1. Demographic questions

A total of 808 military cadets returned the questionnaire. Among the respondents, 61.76% are boys and 36.88% are girls. The ratio of women to men in the Hungarian Armed Forces is approx. 20% according to "Data on the Hungarian Armed Forces" published by the Parliamentary Office. The percentage distribution of the respondents according to the Honvéd Cadet Program HKP-I. cadet 60.52% while HKP-II. cadet 31.44% while HKP-III. cadet 3.47%. 9.9% of the respondents live in the capital, 8.17% in the county seat, 45.3% in the city, 35.27% in the village, village, or farm. Picture 3 shows the % distribution of the respondents by year.



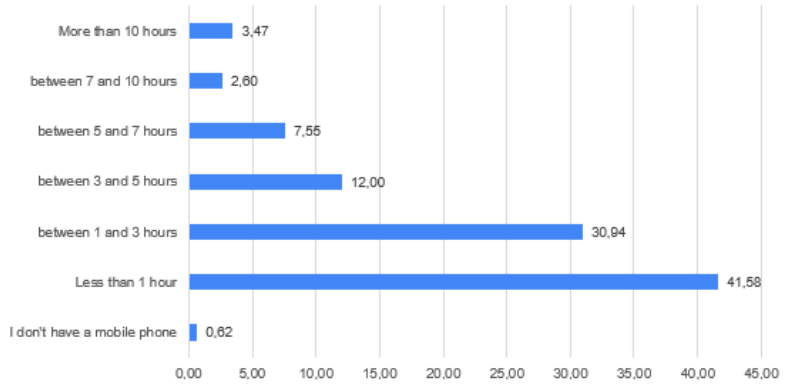
Picture 3.: Percentage distribution of respondents by class, own editing

Distribution of respondents according to residence: 17.08% college students, 23.27% live locally, but not college students, 28.47% do not live locally, the walk (round trip) takes less than 45 minutes, 30.20% not local resides, the walk (round trip) takes more than 45 minutes. 23.51% of the respondents answered that they have a soldier among their close relatives, while 75.5% answered that they do not. Based on the 3rd picture, it can be

seen that the 12th grade took part in filling out the questionnaire in low numbers, this can be explained by the fact that they were preparing for the graduation.

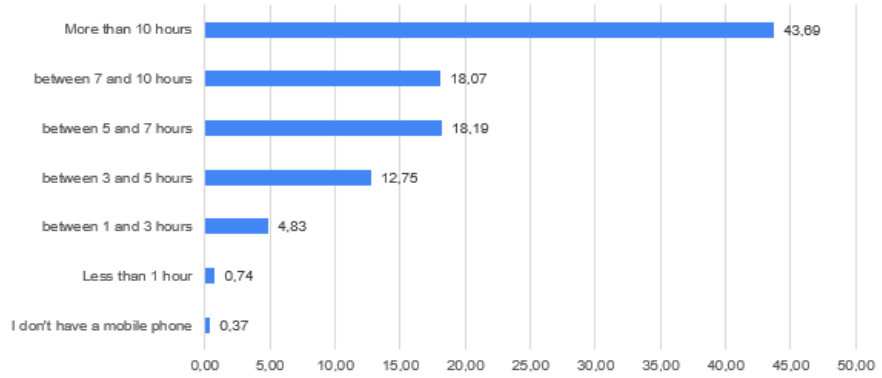
2. Communication

Respondents to the question "How do you keep in touch with your friends?" 4.83% answered the question on the Internet, 23.89% answered in person rather than on the Internet, 1.11% answered with a mobile phone rather than in person, and 69.43% responded equally in person, on the Internet, and with a mobile phone. The respondents to the question "How do you keep in touch with your friends?" to the question, where the respondent could select more than one answer option, 40.84% by video call, 75.99% by chat, 2.85% by e-mail, 6.44% by SMS, 27.6% by Facebook, 1.86% by blogging, 4.33% by Viber, 2.6% by Twitter, 59.03% by phone call, 81.06% chose a conversation, 25% chose another method. Picture 4 shows the respondents' mobile phone calling time in weekly average and percentage form.



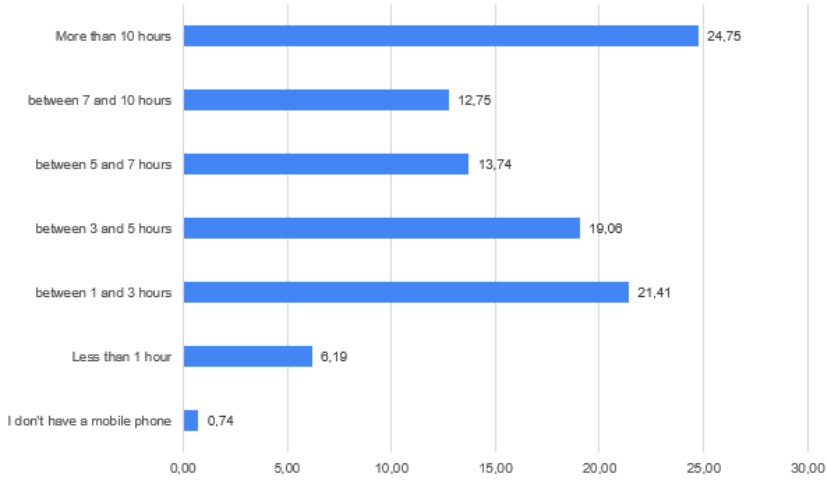
Picture 4.: Average weekly telephone time of the respondents divided into %, own editing

Picture 5 shows respondents' mobile phone use time in weekly average and percentage form.



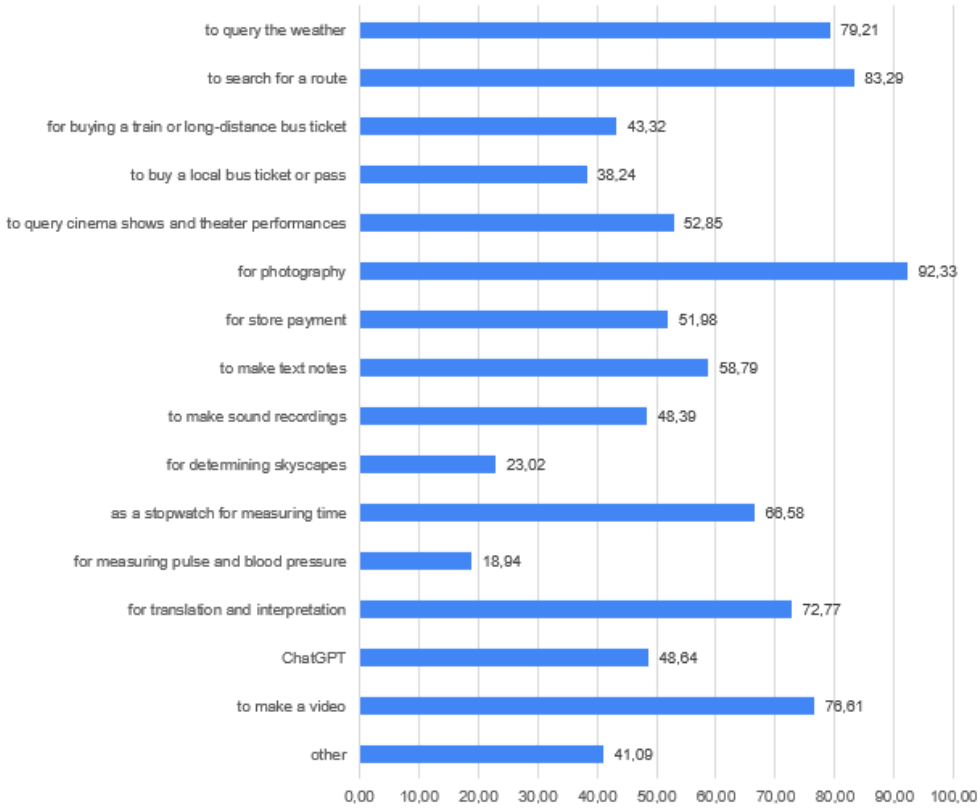
Picture 5.: Respondents' mobile phone usage time per week on average, broken down into %, own editing

Picture 6 shows respondents' time spent listening to music on a mobile phone device in weekly average and percentage form.



Picture 6.: It shows the respondents' time listening to music on their mobile device in weekly average and percentage breakdown, own editing

Respondents to the question "How do you most like to listen to music?" to the question, where the respondent could select more than one answer option, 37.38% answered hands-free, 75.74% with earphones, 36.26% with headphones, 24.88% with a mobile phone, 14.23% -a, 9.78% with a computer, 14.11% chose another answer. 45.79% of respondents only listen to music, 47.15% do sports, 38.24% do their hobbies, 34.41% play computer games, 44.43% do housework, 31, 68% solve homework, 33.79 do other activities while listening to music. The answers of the respondents to the question "What have you used your mobile phone for?" to the question entitled, where the respondent could indicate more than one answer option, is shown in picture 7.



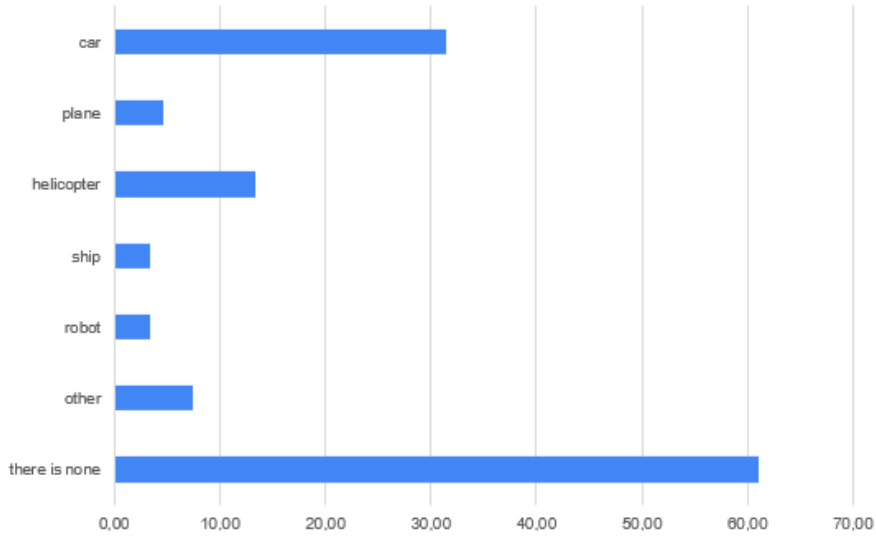
Picture 7.: The scope of use of the mobile phone in percentage breakdown, own editing

Respondents to the question "What does the term 'deepfake' mean?" to the question, 62.38% chose an image or video falsified by artificial intelligence, 36.14% did not know, I have not heard this before, and 0.5% chose the group name of new video games.

3. Technology

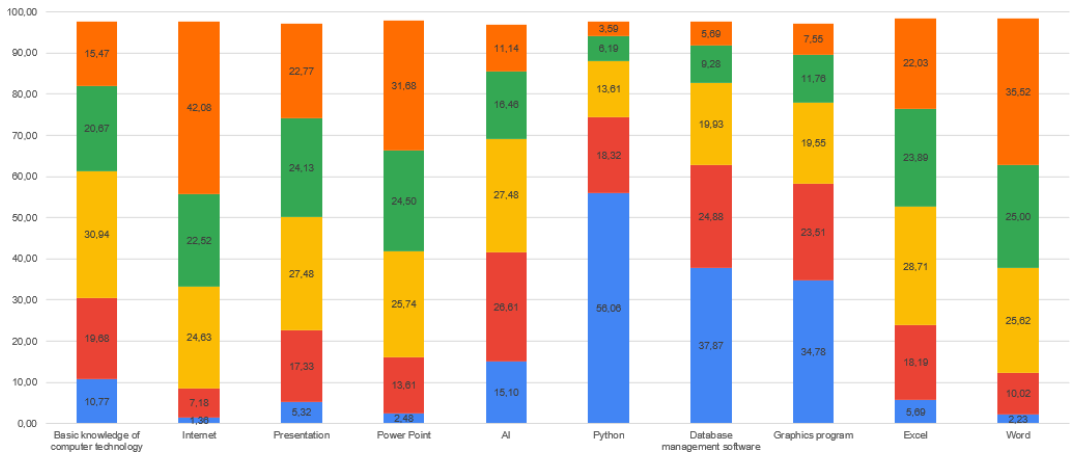
For Technical questions, I was curious about what devices are used to control another device, or, for example, whether mobile phones are used for remote control and programming of devices.

The first remote control question is "Have you ever flown a drone?" was a question where 30.69% said yes, but not mine, 20.54% said yes, I also have it, 23.02% said no, 24.05% said no, but I would like an answer. Respondents' answers to the question "What kind of remote control toy do you have?" to the question entitled, where the respondent could indicate more than one of several answer options, is shown in picture 8.



Picture 8.: The remote control games are broken down by percentage, own editing

58.54% of the respondents answered that they do not have a game that can be played together with a mobile phone, 12.75% have 1 game, 12% have 2 games, 2.72% have 3 games have games, 12.62% have more than 3 games that can be used together with a mobile phone. 79.08% of respondents know a device with artificial intelligence, 6.81% do not and 12.75% do not know which device has artificial intelligence. 45.17% of the respondents want to learn more about artificial intelligence, 24.13% do not want to learn more, and 29.46% have not yet decided to learn more about artificial intelligence. 87.87% of the respondents would like to try the simulation driving of the Leopard-2 tank, while 10.77% would not try the simulation driving. The respondents in the question "Have you ever been to a presentation day organized by the national defense, where military equipment was presented?" to the question, 22.77% chose yes once, 60.27% yes several times, 6.6% no, 9.46% no, but I would like to answer. Regarding writing a program, 15.10% of the respondents have already written a simple program, 9.65% are now learning and can write a simple program after that, 46.41% are not able to write, but 26.73% are not able, but would like to learn how to program. Respondents' answers to the question "How well do you know the following computer programs/applications?" for the question, where you could score your own knowledge from 1 to 5, as shown in picture 9.



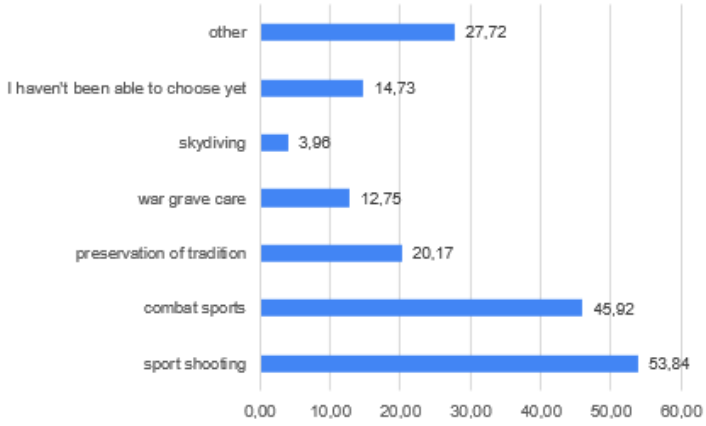
(1-blue, 2-red, 3-yellow, 4-green, 5-orange)

Picture 9.: Knowledge of computer programs broken down by percentage, own editing

Picture 9 clearly shows the four and five evaluations of Excel, Word, and Power Point, which are required for the ECDL exam, which in turn increases digital competence. The lowest ratings were given to Python, Database management programs and Graphics programs, which are mostly related to programming. 10.4% of the respondents indicated that they had already taken the ECDL exam, 13% wanted to take the ECDL exam, 5.57% were currently studying, 20.79% did not want to take the ECDL exam, 10.27 % are not interested in the ECDL exam and 38.49% do not know what the ECDL exam is.

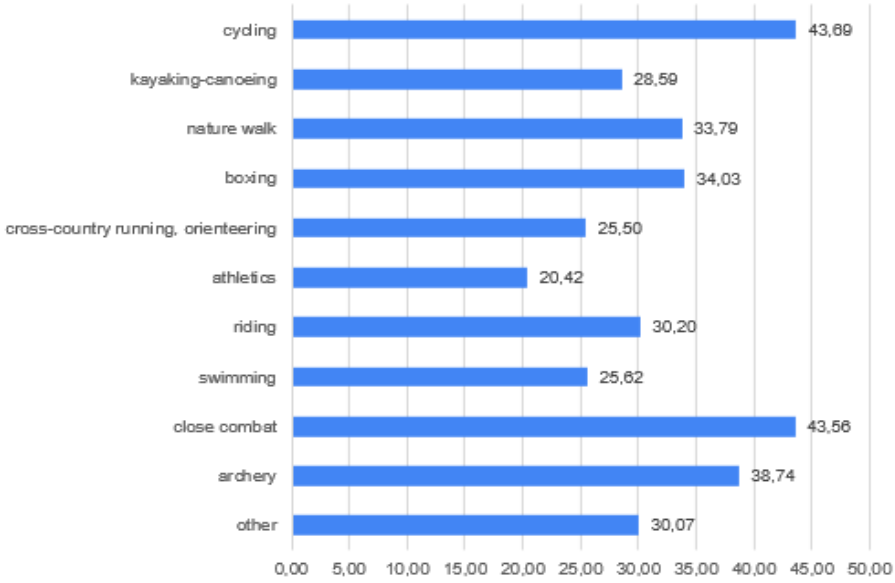
4. Sport-leisure

Respondents to the question "Who do you spend most of your free time with?" to the question, 9.41% prefer to be with their family, 17.08% prefer to be with friends, 9.03% prefer to be alone, 60.64% are equally family-friendly, 2.97% I don't have free time you chose an answer. Picture 10 shows the leisure activities chosen by the respondents.



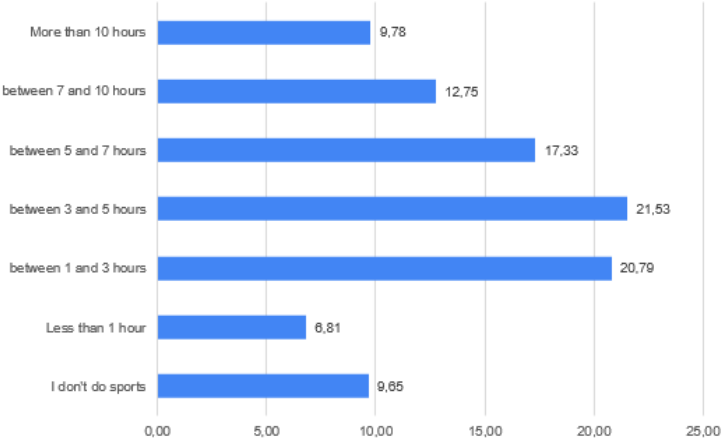
Picture 10.: Leisure activities in percentage distribution, own editing

Among the selected activities, sports shooting tops the list, which is also due to the fact that in recent years there has been a large development in this area, i.e. National Defense Sports Centers have been handed over. The respondents had the opportunity to choose which activity they would like to participate in, the result is shown in percentage form in Figure 11.



Picture 11.: Wish list of leisure activities, broken down by percentage, own editing

Based on picture 11, the respondents would most like to choose cycling and close combat as leisure activities. The answer of the respondents was based on the question "How many hours a week do you play sports outside of the compulsory physical education class?" picture 12 shows the question.

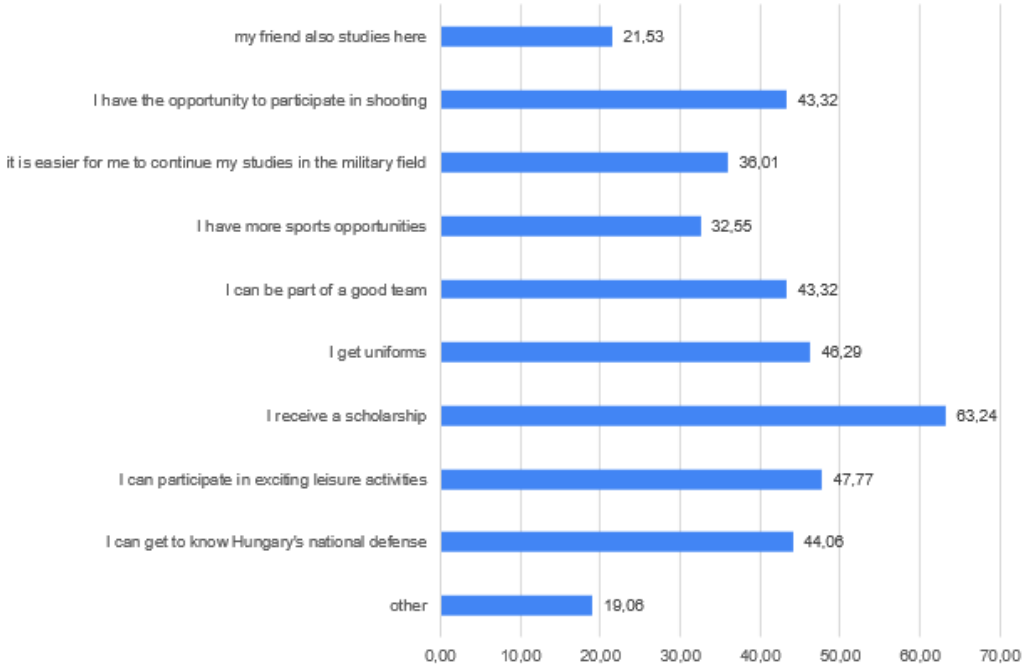


Picture 12.: Length of sports time, broken down as a percentage, own editing

Based on picture 12, it can be clearly seen that more than 40% of the respondents spend 1 to 5 hours a week doing physical education in their spare time. 37% of the respondents have already visited the National Defense Sports Center, 57.55% have not yet and 3.71% are just about to go to the Sports Center. The following question aims to advertise sports centers: "Would you take your friends to the National Defense Sports Center?". 31.56% of the respondents said yes, 11.01% said yes, we have already been there, 0.87% yes, it is being organized now, 1.36% say we go there regularly, 53.71% not yet I thought about it, he chose an answer. Among the respondents, 9.03% have participated in the National Martial Arts Tournament once, 4.33% have participated several times, 59.41% have not yet participated, and 25.87% have not participated, but would like to participate. Regarding competitive sports, 31.31% of respondents answered yes, 41.96% answered no, and 25.12% answered no, but I would like to.

5. Education

11.63% of respondents heard about the Honvéd Cadet Program from their parents, 36.26% from their class teacher, 15.47% read about it on the Internet, 12.38% heard about it from friends, 1.73% heard from his brother, 0.62% heard about it on TV and 20.54% learned about the program in other places. The answers of the respondents in the "What attracted you to the Honvéd Cadet Program?" to the question titled, where the respondent could indicate more than one answer option, can be seen in picture 13.



Picture 13.: Arguments in favor of the National Guard Cadet Program, broken down by percentage, own editing

On the basis of the 13th picture, it is clear that the first place is the answer "I will receive a scholarship", this could even represent a representation of our money-centered world. The respondents to the question "How have you experienced the attitude of other students towards the cadets of the National Guard in the city, at your school?" to the question, where the respondent could choose more than one answer option, 22.9% are proud of us, 18.94% envy us, 17.82% look up to us, and 17.95% want to being them, 46.16% of them nothing special, not noticing anything, 30.82% of them chose the answer after us. 67.7% of the respondents have already thought about further education, 18.32% are still thinking about it and 12.5% have not yet thought about further education. Among the respondents, 37.38% want to choose a military career, 37.13% do not know yet, and 23.89% do not want to choose a military career.

If we examine the relationship between the ECDL exam and the scholarship among the respondents based on Table 1, it can be seen that according to the first column, a total of 234 cadets want to take the ECDL exam and a total of 562 do not want to take the exam.

Answer option	Do you want to take the ECDL exam?	What attracted you to the National Guard Cadet Program? (I receive a scholarship)
yes	105	57
I've already done it	84	44
I'm still studying	45	27
Total (yes)	**234**	**128**
not	168	111
I'm not interested in ECDL	83	54
I don't know what it is	311	216
Total (not)	**562**	**381**

Table 1. The relationship between the ECDL exam and the scholarship, in the person breakdown, own editing

Based on Table 1, according to the second column, 128 of the 234 cadets indicated that they applied to become a cadet because of the scholarship, while 381 of the 562 cadets indicated this. Compared to the 808 respondents, 381 cadets is a significant number (47.15%) that needs to be addressed. I see that the 381 cadets could be encouraged to take the ECDL exam through financial appreciation. This would be beneficial for several reasons: on the one hand, people who already have an ECDL exam would apply to the national defense, so they would not have to be sent for education, and on the other hand, the cadet would also have a recognition, which would have financial implications. A similar system is already in place in the Hungarian Armed Forces, and the rank and qualification exam of the staff also has financial implications in the case of a successful exam.

If we examine the relationship between the number of siblings and the scholarship among the respondents based on Table 2, it can be seen (the first column shows the number of siblings, the second column shows how many people nominated the scholarship as an argument in favor of the cadet program, the third column and shows their percentage), that the percentage does not increase greatly with the number of siblings.

Answer option	Number of siblings	What attracted you to the National Guard Cadet Program? (I receive a scholarship)	Percentage
More than 3	56	33	58,93
3	99	60	60,61
2	220	142	64,55
1	311	199	63,99
I don't have a brother	114	76	66,67

Table 2. Number of siblings and the relationship of the scholarship, in person division, own editing

Based on Table 2, we can state that the number of people who choose the scholarship does not depend to a large extent on the number of siblings. So, approximately 6 out of 10 applicants will choose the scholarship regardless of the number of siblings when deciding on the National Guard Cadet Program.

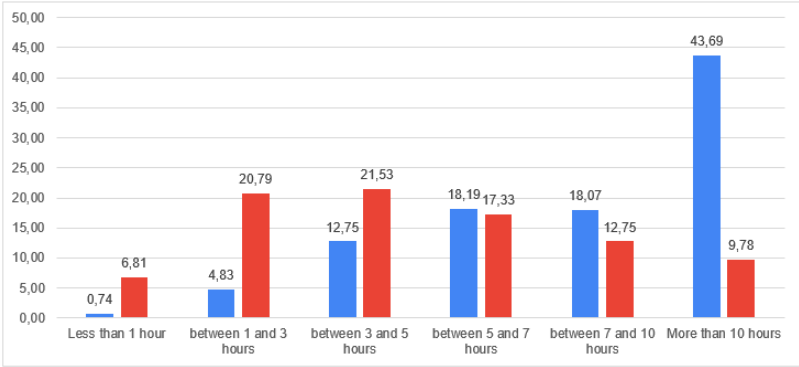
If we examine the influence of a close relative in the military on the cadets' willingness to choose a military career, we get Table 3.

Is there a soldier among your close relatives?	Where did you first hear about the Honvéd Cadet Program? (from my parents, brother)	Where did you first hear about the Honvéd Cadet Program? (on TV, from my class teacher, on the Internet, from other places, from my friends)	Would you like to choose a military career?	Percentage
190	35		24	68,57%
		155	77	49,67%

Table 3.: The influence of a close military relative on the choice of a military career, in person breakdown, own editing

The first column of Table 3 shows the number of respondents who have a soldier among their close relatives. The second column shows the number of respondents who learned about the National Guard Cadet Program from a close relative. The third column shows the number of respondents who did not learn about the National Guard Cadet Program from a close relative. The fourth column shows the number of people from columns two and three who would like to be soldiers. The fifth column shows the ratio according to columns two-four and three-four. Among those who were introduced to the National Guard Cadet Program by a close soldier's relative, 68.57% would gladly become a soldier, while only 49.67% of those who learned about the National Guard Cadet Program from another source would gladly become a soldier. Based on Table 3, we can say that it is more beneficial if a close military relative introduces the National Guard Cadet Program to the applicant, because more of them would choose the military career. It is possible to communicate better information and transfer more personal experiences also play a role in the decision.

If we compare the time spent playing sports and the time spent using mobile phones on average per week, we get the 14th picture below.

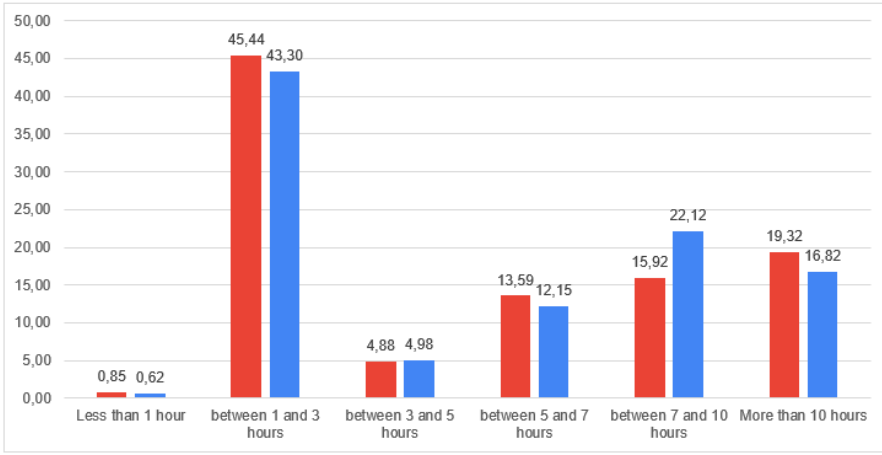


(red - duration of sports, blue - duration of mobile use)

Picture 14.: Comparison of mobile phone use and time spent playing sports, divided by percentage, own editing

On the basis of picture 14, it can be seen that in the interval of 'more than 10 hours', those who choose sports are drastically behind mobile users. Interestingly, the respondents chose the interval 'between 5 and 7 hours' in the same way for the question about the length of time using a mobile phone and the length of time playing sports.

If we examine the length of time spent using a mobile phone among respondents who have and those who do not have a toy or device that can be used with a mobile phone, we get the 15th picture.



(red - there is no such device, blue - there is such a device)

Picture 15: Duration of mobile phone use between those who have and those who do not have a device that can be used together with the mobile phone, in percentage breakdown, own editing

On the basis of picture 15, we can see that the blue column, which shows those who have a device that can be used with a mobile phone, uses a mobile phone in a lower percentage on

average than those who do not have such an option. An exception is the time interval "between 7 and 10 hours", where several people chose this option among those who have a device that can be used together with a mobile phone. The result is surprising because we would expect that the more opportunities we give our child to use his mobile phone, the more time he spends using it. The result shows otherwise. We can say that the time spent on games and free time is constant among the respondents, so the time they spend using devices that can be used together with a mobile phone is included in this time interval, so the time spent using mobile phones does not increase dramatically.

The device system of the digital soldier includes the communication system responsible for maintaining contact and which can be integrated into the helmet, which delivers the instructions, questions, and information received on the radio to the soldier's ears. According to the questionnaire, 86.88% of the respondents use earphones or headphones when listening to music, which means that the younger generation is already used to the device that can be used to input information through the ear. 43.69% of the respondents indicated that they listen to music with earphones or headphones during sports, so they do physical work while also listening to the music coming to their ears and moving to its rhythm. This activity is compatible with the activities of the digital soldier in the military field, since while moving in the field, which is physical work, he must also pay attention to the radio, through which information can come from his peers or superiors. Among those who listen to music with earphones or headphones and do sports, 19.55% of the respondents indicated that they would like to choose a military career, this means 158 cadets.

SUMMARY

Every army strives to protect its soldiers from enemy attacks as best as possible. The probability of personal injuries and losses can be reduced by various measures, but cannot be completely excluded. This is the reason for the need to develop the digital soldier, which can be supported by the use of already well-proven AI in the civilian field.

Digital competence is necessary for learning digital technologies, for the confident and responsible use of AI technology, and for the commitment related to them. The national defense cadets are on the right track in acquiring skills in data management, communication and cooperation, and media literacy. The questionnaire showed the interest of military cadets in AI.

According to the data obtained on the basis of the questionnaire, devices that can be used together with the mobile phone do not drastically increase the usage time of the mobile phone. So parents should not be afraid of buying such devices, because with these options they can only increase the connection between man and machine.

The number of people taking the ECDL exam could be increased among those participating in the National Guard Cadet Program, if they paid for a successful exam in the same way as in the Hungarian Armed Forces after the rank or qualification exam.

Since women can also apply to be digital soldiers, their training and education requires more attention, because according to EU statistics, there are fewer women among those employed in digital technology.

Due to the rapidly changing and renewing digital techniques, it is important that the cadet of the National Guard be open and curious about today's emerging technologies and applications. The half-measurement also confirms that cadets enthusiastically participate in military demonstrations and are interested in new techniques.

It is important that with the digital soldier system, the soldier is not only a part of the central server as an external speaker, but a conscious user, with a critical attitude and appropriate digital competence, an active part of military operations. The National Guard Cadet Program provides an opportunity to develop these competencies and acquire knowledge.

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