

DEVELOPMENT OF THE RESEARCH SUBJECT OF MILITARY PSYCHOLOGY AS A SCIENTIFIC DISCIPLINE (1947-2022)

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The paper presents the development of the research subject of military psychology as a scientific discipline within psychology as a branch of science. The development of psychology in the military context is presented from its beginnings in 1947 and through seven and a half decades of establishing its constituents (language, methodology, empirical data, etc.). Military psychology was created and has been developed by psychologists employed in military organizations and military research-educational institutions through their work on selection and classification as well as on training and education of personnel for defence purposes, applying multidisciplinary and psychological knowledge to the life and work of military personnel in peace and war. The development of the research subject of military psychology has been analyzed through two periods of society development, namely, through the changes of socio-political circumstances which influenced the scope and content of psychological research in the military, thus shaping the particularities of the subject. The first period deals with the development of the research subject of military psychology in the former SFRY and the JNA (1947-1992) while the second period presents military psychological research in different sovereign entities (Federal Republic of Yugoslavia, Serbia and Montenegro, Serbia) and their military organizations (the Yugoslav Army, the Army of Serbia and Montenegro, and the Serbian Armed Forces (1992-2022)).

Key words: defence sector, psychology, military psychology, research in the military, military sciences

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Introduction

This paper discusses the development of the constitutional elements of military psychology as a scientific discipline within the framework of psychology as a parent science from 1947 to 2022 by analyzing the research of psychological phenomena in the defence sector in particular military-educational and military-scientific institutions in accordance with the requirements of the military environment within which the subject was developing but also in accordance with the requirements of the development of social sciences to which psychology as a science belongs. The 75-year period of the military psychology development has been analyzed through scientific research projects, studies and coursebooks in two periods of the development of socio-political circumstances which had an impact on the scope, content and particularities of the subject of military psychological research. The first 45-year long period deals with the development of the subject in the former SFRY, i.e. the JNA (1947-1992) while the second 30-year long period covers the research in the former Federal Republic of Yugoslavia (FRY) and the Yugoslav Army (VJ), the State Union of Serbia and Montenegro (SM) and the Army of SM and, finally, the Republic of Serbia and the Serbian Armed Forces (1992-2022). It is evident that each of the mentioned state entities had its army (JNA, VJ, Army of SM, and Serbian Armed Forces) in which military psychology was developed.

Applying knowledge from psychology in the military sector in our country started in 1947 through the formation of the Military Medical Institute (VMI) which dealt with the selection of personnel for military air force – marking the beginning of the development of military psychology in the then Yugoslavia. At the same time, prerequisites were created in the country for the development of social sciences which found their applications in the military. Over time, through clearly defining their subject matter and specific research methodologies, military sociology, psychology, and andragogy became applied and autonomous scientific disciplines within their parent social sciences. The prefix “military” does not separate these scientific disciplines from their parent sciences but only refers to their applicability in the defence sector. Discussions about the subject matter of social sciences and the social and military events of the time shaped the research topics of military and social scientific disciplines, those of military psychology as well.

The first systematic discussions about military sciences in 1968 has led to contemporary academic debates. During debates on defence sciences, it has been pointed out that, in the last four decades, this phrase “most often was called military science or the system of military sciences, and then the art of war or polemology” (Marček et al., 2011: 12). At the 1970 Symposium on Military Science, it was accepted to define military science as a system of military sciences which includes, inter alia, defence economics and military social scientific disciplines (Vojna nauka, 1971: 193). This category of scientific disciplines comprises: polemology, military sociology, military psychology, military andragogy, military law, the law of war, and war/defence economics. (Nikezić, 1989: 105). At the second symposium on military science and military doctrine held in 1997, a classification of the system of military sciences was presented

based on the criterion of the affiliation of military sciences and military scientific disciplines to their parent sciences and to a particular branch of science in the society. Military social sciences include: polemology, military sociology, military psychology, military andragogy, military law, defence economics, and military ethics (Višnjić et al., 1998: 79).

Development of social sciences and the research subject of military psychology (1947-1991)

It is considered that the development of the subject of military psychology started with the application of psychological knowledge in the military after the Second World War with the formation of the Aeronautical Medical Center (VMC) in 1945 and the Aeronautical Medical Institute (VMI) in 1947 where the employees in the psychiatric department dealt with the tasks of psychological selection. The issues of selection and classification of airmen were studied in this institute (Popović, 1966). During 1947, the first tests for the selection of military pilots were introduced (Osnovi vojne psihologije, 1973: 20). It soon became obvious that there was no quality selection without competent experts in psychology; therefore, in 1951, Živorad Žiža Vasić formed the Aeronautical Psychological Laboratory of the VMI which started to apply exact psychometric methods. During the 1950s, the VMI's employees "started to collaborate with other institutions in the country and abroad, and their studies soon became recognised, appreciated, and cited" (Špirić et al., 2002: 684). After the arrival of the psychologist and pilot Dr. Ranko Popović, this institution entered a phase of complete transformation in 1969 (Radenkov-Milinković, 2022:21).

The methodology of research work in social sciences (1946-1956) was developing slowly and unsystematically. Military psychology research of the time focused primarily on the area of selection and classification of personnel, which, according to Tomislav Kronja, established the foundations of military psychology in this region. The topics of interest for military psychology were also learning as the basis for military training, military social psychology, psychophysiology, human behavior in peace and war, and psychopathology (Osnove vojne psihologije, 1973: 21-31). Apart from these, other studied topics were personality psychology, psychological processes and characteristics, dynamic personality traits (motivation, attitudes, interests, and adaptation) as well as the influence of specific factors on personnel behavior in the military collective (Pujić, 1989: 218).

The first tasks of the scientific research work were determined in 1956 when the following was requested: "studying the fundamental issues of combat morale and conceptualizing ethics education in the Army; studying the issue of adaptation of conscripts in the JNA; designing the content and form of pedagogical and psychological education of officers, especially during their education in military schools" (Pujić, 1989: 226). Therefore, the Department for Experience Processing and Research was formed within the Directorate for Moral and Political Education (MPV) of the Federal Secretariat of People's Defence (SSNO) in 1956 which marks the beginning of the introduction of scientific methods into research practice of social sciences. The De-

partment dealt with the issues of education and training in the JNA as well as with our country's WWII experience and experiences of modern armies.

After psychology knowledge had been applied to the selection of flight personnel, it was also applied to the selection of drivers, first by doctors and psychologists in the Zagreb Army District. The military psychology development had a positive trend so, in 1957, the *Institute for Applied Psychology of the Military Medical Academy (VMA)* was formed to extend research into other fields: suicide, self-distancing, injuries, traumatism and delinquency (*Osnovi vojne psihologije*, 1973: 20-21). All tasks of social sciences were in line with the real needs of scientific work in the Army and scientists created the basis for developing the methodology of scientific research work (NIR) in social sciences in the JNA, which was in accordance with the level achieved in the society.

In the period from 1957 to 1968, the methodology of NIR in social sciences in the Army developed significantly and the application of appropriate research methods, techniques, and instruments increased (Pujić, 1989: 238). The newly-formed Department for Processing Experiences and Research in the MPV Directorate of the SSNO continued with the research into "problems regarding education, morale, training, generalization of our WWII experiences and achievements in foreign armies" (Pujić, 1989: 246). The work in the Department focused on empirical research, mastering the methodology of NIR, and especially on the creation of instruments. The Department was functional from 1957 to 1964 when it was reformed into the independent Division for Studies and Research. The research topics comprised the issues concerning the adaptation of conscripts, cadets, and junior officers to the conditions of life and work in the Army (1966) as well as the adaptation of the JNA detachment members in Sinai during the Israeli-Arab war (Lošić, 1968). In addition, the following studies were published: *Psychological Foundations of Education and Training* (Mijatović, 1966), *Psychological Considerations on Leadership in the Army* (Kronja, 1966) and *Adaptation of Military Training to War* (Jovanović, 1967).

Along with the development of scientific methods in research and higher education institutions, there were ideas to establish specific scientific disciplines to study particular components of the defence sector together with general problems of life and work in the Army. The Political School of the JNA excelled in that matter – from 1960 to 1970, it dealt with the issues of military andragogy, military psychology, sociology of military organization, sociology of war and armies, together with the subjects of methodologies of each discipline individually (Pujić, 1989: 241).

Through the application of empirical research and organized and systematic work, the VMA's *Department for Applied Psychology and Mental Hygiene* set the criteria and norms for the psychological selection and classification of personnel; it also created measuring instruments. From 1970 to 1973, this Department was incorporated into the Center for Andragogic, Psychological and Sociological Research (CAPSI) under the name of Department for Selection and Classification.

During 1969, it was decided that the Division for Studies and Research from the MPV Directorate would grow to become the Center for Andragogic, Psychological and Sociological Research (CAPSI) which was a scientific research institution in the field of social sciences in the JNA, with personnel and equipment capable of carrying out research in andragogy-pedagogy, psychology, sociology and political science (Pujić,

1989: 252). The program was oriented towards scientifically based classification and selection of personnel for the JNA, studies of interpersonal relationships as well as social (philosophical, sociological, political, psychological) foundations of Total People's Defence (ONO) and modern warfare in general. Between 1969 and 1973, the CAPSI contributed to the development of the methodology of social sciences both in the society and in the Army as well as to the creation of empirical research instruments (Marček, Pešić, 2021). The CAPSI researchers, together with other researchers from the society, mastered the application of most modern methods and techniques of research work as well as the creation of most complex instruments in public opinion research, personnel classification and selection, training and education, and psycho-social relations in military units and collectives (Pujić, 1989, 237-239). The studies *Classification and Selection of JNA Recruits* (Mrmak et al., 1971) and *Preparation of the Procedure for Selection and Classification of Cadets for Military Secondary Schools and Military Academies in the Land Forces* (Pajević et al., 1973) originate from this institution as well as the books *Findings and Lessons from the Freedom 71 Manoeuvre* (1972), *Basics of Military Psychology* (1973) and *Studying the Criteria for Soldiers' Successfulness in Normal and Difficult Conditions of Life and Work in JNA Units* (Vukomanović et al., 1972).

Due to the reorganization measures within the Army, in the middle of 1973, the CAPSI ceased to exist. Instead, two new institutions were formed: the Centre for Studies and Research, within the SSNO Political Directorate (with the focus on *social sciences*, i.e. sociological, psychological, political, and ethical issues of personnel) and the Centre for Classification and Selection of Personnel for the Needs of the JNA, within the Health Directorate (with the focus on classification and selection of personnel and research in *medical and biological sciences*). In 1976, the Center for Studies and Research of the SSNO Political Directorate became the Center for Strategic Research which continued to develop research topics from social sciences, and in 1984 it changed its name into the Institute for Strategic Research.

Training and education in the armed forces concerning pedagogic, andragogic, didactic and psychological issues were transferred into the Fourth Directorate of the General Staff and to the directorates of branches and services (Pujić, 1989: 254). The Center for Selection and Classification of Personnel for the Needs of the JNA within the Health Directorate continued its work and produced the following studies: *Motivation of Secondary Education Students in the SFR Yugoslavia for Becoming Officers in the JNA* (Pajević et al., 1974), *Criterion of Success in Military Schools and Military Academies and the Choice of Models and Procedures for Selection/Classification* (Šipka, 1976), *Analysis of the Prognostic Value of a Battery for the Selection of Pupils and Cadets for Military Secondary Schools* (Šipka, 1977), *Analysis of the Psychological Characteristics of Candidates for Military Academies in 1977* (Pajević et al., 1978), *Latent Structure of the Success Criteria in the Cadets of the Land Forces Military Academy* (Šipka, 1978), and *Contemporary Procedures of Classification and Selection* (Šipka, 1979).

During 1979, The Center changed its name into the Department for Military Psychology and became part of the VMA. The two tasks it had were to select and classify recruits and candidates for military schools and academies and to construct and

standardize psychological measuring instruments for their testing. One of significant contributions of the Department was the creation of methodological instructions for selection and classification of personnel by taking into account the structure and dimensions of the psychological, sociological, motoric, and anthropometric characteristics of recruitable population, which resulted in a practical contribution to the creation of a new recruiting system for the needs of the JNA, as well as in the creation and standardization of over 300 different measuring and testing instruments for selection and classification of military personnel (Pujić, 1989: 301-302, Čabarkapa, 2022).

Military academies and their departments primarily studied the upbringing-educational process "from the standpoint of its rationalization, effectiveness, and efficiency in order to encourage the improvement of teaching-scientific staff" (Pujić, 1989: 257). From 1975, the organizational structure of the Military Academy also included departments as basic teaching-scientific organizational units for implementing teaching (Bjelica, 1983: 233) – military andragogy and military psychology teaching staff among them. From the 1974/75 academic year, the subjects of Military Andragogy and Military Psychology were taught separately instead of one previous subject of Military Psychology and Andragogy (Bjelica, 1983: 269-270). Besides coursebooks and teaching manuals, the teachers and associates of this department wrote a number of articles, critical papers, overviews, reviews, and teaching scripts (Pujić, 1989: 238-240, Marček, Pešić, 2021). At the MA Department for Social Sciences, the first military psychology coursebook *Introduction to Military Psychology* (Popović, 1975) was created as well as the study *Some Problems in the Formation and Functioning of Cadets' Collectives* (Kasagić et al., 1979).

In 1976, the harmonization of the NIR plans with the plans of the SFRY armed forces development (Pujić, 1989: 228) implied that social sciences were becoming more independent and autonomous from their parent fields – they got the prefix "military" (military psychology, military andragogy, military sociology) with the clearly defined subjects, tasks and objectives of activities, together with the specific methodology of NIR, including the constructed psychological instruments. The leading researchers of that time, rightfully considered to be the founders of military psychology in this region, were finishing post-graduate studies and completing doctoral theses in psychology with topics from military psychology. A multidisciplinary approach in NIR continued, this time with a focus on defining problems in respective fields and appointing project leaders, team members, and responsible persons for tasks. In this period, many publications were published, primarily military psychology and military andragogy coursebooks and workbooks as well as studies and articles in journals.

The 1986-1990 NIR plan specified the tasks of assessing upbringing and educational practices in military schools and JNA units with a special emphasis on establishing the factors influencing the value orientation, attitudes, and beliefs of the young amid changes in our socio-economic and political development (Pujić, 1989: 228). Military psychology researchers employed in the Military Academy (Department for Social Sciences/Department for Military Andragogy and Psychology), the Institute of War Studies (Division for Military Sociology and Psychology), later to become the Strategic Research Institute (Division for Military Sociology and Psychology), the VMA and other institutions collaborated on scientific-research projects. They used mod-

ern NIR methods and techniques in their work and presented the research results to the academic audience at scientific and professional conferences both in the country and abroad. Several significant projects were realized, such as: 1) *Sociological and Psychological Aspects of How the Land Forces Military Academy Cadets Use Their Free Time* (Maravić, Kasagić); 2) *Attitudes of Cadets, Officers and Lecturers about the Upbringing Values of Stimulating Measures* (Bulajić); 3) *Leadership as a Factor in Forming a Collective of Cadets* (Kilibarda); 4) *Personality Structure of Land Forces Military Academy Cadets, Choice and Possibility of Predicting Educational Success* (Kasagić); 5) *Demographic, Social, Upbringing, Educational, and Psychological Factors as Predictors of Successfulness of Land Forces Officers at the Initial Officer Ranks in JNA Units* (Kostić); and 6) *Motivation of Cadets to Learn* (Bulajić). In addition, the following studies were published: 1) *Influence of Personality Traits on Performing Leadership Roles in Military Collectives* (Kostić, 1984), *Value Orientations and Lifestyles of Military Academy Cadets* (Pajević et al., 1987), and the VMA study 3) *Structure of the Anthropological Dimensions of JNA Conscripts* (Momirović et al., 1981) as well as the coursebooks: 1) *Basics of Military Psychology* (Pajević et al., 1987), 2) *Military Psychology* (Arnautović et al., 1988), and 3) *Practice Book of Military Psychology* (Kasagić et al., 1990).

At the same time, two monographs were published, *Factors of Cohesion of Ship Collectives* (Arnautović, 1981) and *Motivational Factors in Choosing the Military Profession* (Pajević, 1983). The task realized in the Military Academy was *Activities of Cadets in the Teaching Process* (1986) while a multidisciplinary approach was applied in researching the topics such as: 1) the role of cadet collectives in forming future officers as versatile personalities (Kilibarda, 1983), 2) the influence of the subjects dealing with general military education at the Land Forces Military Academy on forming future officers as versatile personalities (Daljević, 1983), 3) leadership as a factor in forming cadet collectives (Kilibarda, 1983), 4) the level of formation of cadet collectives in different stages of schooling (Kilibarda, 1984), 5) a collective as a socio-psychological category (Kilibarda, 1986), 6) the socio-psychological aspects of leading a collective (Kilibarda, 1987), 7) the influence of the upbringing - educational process at the Military Academy on the preparedness and readiness of officers for their first commanding duties (Daljević et al., 1988), 8) motivation for learning (Bulajić, 1990), and 9) interpersonal relations at military academies (Šipka et al., 1991).

The "Marshal Tito" Armed Forces Center for Strategic Research and Studies (COSSIS) was founded in 1984 as a result of the process of transformation of the "Marshal Tito" Center of Higher Military Schools of the JNA and the Center for Strategic Research of the General Staff of the JNA as a new, unique scientific-educational institution. It also comprised the Strategic Research Institute (hereinafter ISI) (Tomanović et al., 2005: 80). "During the whole period of its existence, the Institute both initiated and executed numerous scientific-research deeds" (Šaranović et al., 2011: 333). Within the ISI organizational structure, there was the Division for Research into Training at the Strategic Level which, together with external collaborators, realized the project entitled *System of Education and Upbringing in the Armed Forces of the SFRY* (1986-1990), the results of which were presented in two synthetic studies, i.e. *System of the Military Training of Soldiers, Officers and Units* (Nišić et al., 1989) and *System*

of the Education in the JNA (Nišić et al., 1991). The former study (Nišić et al., 1989) presented the conclusions of the empirical study *Influence of Psychophysical Traits of Recruits on the Successfulness of Soldier Training in the JNA* (Džamonja et al., 1991) while the latter contained the conclusions of the monograph entitled *Personality Traits of Cadets as a Factor of Success and a Result of the Educational – upbringing activities of the Land Forces Military Academy* (Kasagić, 1989).

Development of the research subject of military psychology from 1992 to 2022

The period of the 1990s was intensive as regards the dynamics of the events in the region of the former SFRY and the military as a whole. It was characterized by intensive scientific-research work – joint research of research teams who continued the collaboration from the previous period.

In 1990, the Institute for Mental Health and Military Psychology of the VMA was formed by merging the Institute for Mental Health and Health Education with the Department for Military Psychology. In the 1990s, the Institute employees were engaged in solving problems of war psycho-traumatism and consequently published their experiences in over 60 studies presented to the academic audience both in the country and abroad. Since the foundation of the Institute, twelve important publications, books or coursebooks, have been published (Špirić et al., 2002: 684). At the Military Academy, the research studies on the adaptability of students to the training ground conditions as a component of both military successfulness and socio-psychological maturity were carried out and published in *Adaptability of Military Academy Students to the Training Ground Conditions* (Pajević et al., 1995) and *Socio-psychological Integration of Students' Platoons during Military Ground Training* (Pajević et al., 1998). The published titles were *Psychology for Military Officers* (Kasagić et al., 1992), *Criminal Psychology* (Kostić, 1998), and *Psychology of Combat Units* (Kostić, 2000) as well as the andragogic-psychological monographs *Desirable Characteristics of Teachers* (Kilibarda, 1992), *Teacher in Traditional and Modern Pedagogical Concepts* (Kilibarda, 1994), *Teacher Tailored to Suit Students* (Kilibarda, 1996), and *A Military School Teacher Who Will Most Likely Have a Bad Reputation* (Kilibarda et al., 1998).

In 1992, the Strategic Research Institute changed its name into the Institute of War Studies (hereinafter IRV). It also encompassed the Division for Sociology and Psychology whose members were mostly engaged in the realization of scientific projects of the Military Academy and other military organizational units. The period after 2000 was characterized by intensive scientific research work on the empirical data collected during the NATO aggression against the FRY and in its aftermath. During 1999, the collaboration of the Directorate for Information and Morale of the Yugoslav Army General Staff and the IRV with the Institute for Sociological and Criminological Research from Belgrade resulted in the project *Resistance to the Aggressor* (1999). Within its framework, a sub-project entitled *Social, Moral, and Psychological Factors of the Resistance to the Aggression* was realized, in which the attitudes of the citizens

of Serbia and the attitudes of the citizens of Montenegro were assessed separately in two separate studies (Danilović, 2001) by the military psychologists and andragogists from the Military Academy (Dr. D. Pajević, Dr. Lj. Kasagić, Dr. P. Kostić and Dr. P. Damnjanović), the IRV Division for Sociology and Psychology (Dr. J. Marček and Dr. Z. Kilibarda), the VMA Department for Psychology (Dr. M. Čabarkapa) as well as by the specialists from the organizational units of the Yugoslav Army General Staff (MSc. N. Danilović, and others). During the 2000s, under the military reform conditions, there was the research on the andragogic and psychological issues of the educational and professional profile of the army officer as well as on the role of women in the defence sector, based on which girls were accepted for schooling at the Military Academy for the first time. The realized project *Scope and Modalities of Engaging Women in Modern Armies* (2003- 2005) was the basis for the study with the same name (Šaranović et al., 2005) and the monograph *Women in Defence – from Past to Present* (Šaranović, 2006). At the same time, the Department for Military Andragogy and Psychology of the Yugoslav Army Military Academy, in cooperation with the IRV Division for Sociology and Psychology, carried out the research on the *Activities of Students in the Upbringing - Educational Process* (2004-2005), presented in the study under the same name (Damnjanović et al., 2005). One of the chapters deals with the values and lifestyles of Military Academy students (Pajević et al., 2005). The research on the professional profile of officers in branches and services of the Army of Serbia and Montenegro/Serbian Armed Forces was carried out by the Directorate for Education in cooperation with the IRV Division for Military Sociology and Psychology (2005-2006). The research resulted in the study *Professional Profiles of Officers of the Army of Serbia and Montenegro* (Savić et al., 2006) and the monograph *Profiles of Officers in the Branches and Services of the Serbian Armed Forces* (Marček et al., 2006). This period also saw the publication of the coursebooks *Psychology* (Pajević et al., 2002), *Military Psychology* (Pajević et al., 2001), *Military Psychology in Practice* (Kasagić et al., 2003) as well as the monograph *Profiles of Officers and Interpersonal Relations* (Marček, 2003).

In 2006, the Institute of War Studies was reformed and renamed the Strategic Research Institute (ISI) whose Department for Defence Studies had the Division for Andragogic, Psychological and Sociological Research. In this period, the NIR in military psychology was realized exclusively in the ISI in cooperation with the psychologists from the Army of Serbia on commissioned projects. The first project was from the field of sociopsychology, under the name of *Model of Evaluating the Morale of the Army of Serbia and Montenegro in contemporary conditions* (due to the 2006 referendum decisions, the project name was changed). It was started in 2005 at the IRV Division for Military Sociology and Psychology and finished in the renamed ISI Division for Military Andragogy, Psychology and Sociology. This project was realized with the Directorate for Human Resources of the General Staff of the Serbian Armed Forces. The participants in the research were both teaching and research staff from the Military Academy, from the Faculty of Philosophy in Belgrade and from other organizational units of the General Staff of the Serbian Armed Forces and the Ministry of Defence of the Republic of Serbia. After the project had been completed, the study named *Model of Assessing the Morale of the Army of Serbia in Contemporary Conditions* (Marček et al., 2007) was published. Professor Dr. Dragomir Pantić from the Institute of Social

Sciences, Belgrade University, cooperated on the project called *System of Values of the Serbian Armed Forces – Help or Hindrance for Security Integrations* (2008-2009). The research project *Military Profession - Present and Perspectives* encompassed the sub-project *Adaptation of Military Academy Cadets to the Schooling Conditions* (2009-2011) whose results were presented in the review analysis *Adaptation of Military Academy Cadets to the Schooling Conditions* (Šaranović et al., 2011). Another sub-project, *Psychological Aspects of Successfulness in the Military Profession* (2011-2013) was characterized by the participation of the psychologists of the Serbian Armed Forces in realizing the empirical part of the research. The research results were delivered to the party having commissioned the research (Đorđević, 2013a) and presented to the academic audience in the study *Psychological Aspects of Successfulness in the Military Profession* (Đorđević, 2013).

The project *Predicative Value of Cognitive and Profile Abilities of Officers* (2014-2016) was applied in the process of selection for the military profession and career development. The project *Stress in the Military Profession – Achievements and Perspectives* (2016-2020) is specific because of the cooperation of professors from the Serbian faculties of philosophy and professors of military psychology from abroad. Within the framework of the project, the first international thematic collection regarding stress in the military profession was created, i.e. *International Thematic Collection: Stress in the Military Profession* (Pešić, 2018). In addition to the research, there was the first international scientific conference on the topic: *Stress in the Military Profession – Accomplishments and Trends*. On behalf of the ISI, psychologist Dr. Anita Pešić was in charge of organizing the conference where military psychologist, both from the country and from abroad, presented their scientific works. The project *Gender Equality in the Serbian Armed Forces* (2017-2021) is characterized by the empirical research of the functioning of SAF mixed gender units, presented in the monograph with the same title (Šaranović et al., 2022). In 2021, the monograph *Military Psychology and Psychological Warfare* (Petrović, 2021) was published at the Military Academy. To mark 70 years of the development of this military scientific discipline in the region, the ISI presented a thematic collection dealing with the development of military psychology along with the biographies of military psychologists (Pešić, 2022) as well as the monograph on the development of military psychology research through the analysis of scientific research work of psychologists from military scientific institutions and military educational institutions in Serbia (Marček et al., 2021).

Conclusion

Since the end of 1940s, the subject of military psychology has developed in accordance with the development of social sciences in our society and the requirements of the military organization for whose needs it was formed. Apart from that, socio-political circumstances also influenced the scope, content as well as the professional and research work of military psychologists within military educational and military scientific institutions of Serbia. Military psychologists in the military continue to deal with the issues of selection and classification for the needs of the defence system, monitoring of psy-

chological status, prevention and advisory work, training and education during military schooling and professional guidance as well as with military specialized training of this staff through the application of multidisciplinary and psychological knowledge necessary for comprehending the human factor in the defence system. Therefore, a constant task of military psychology is to collect empirical data from its own practice in order to “analyze them, discover principles and laws, make abstract generalizations and apply the acquired knowledge to military practice” (Pajević and Kasagić, 2001, p. 24). Empirical data thus improve the theory while the theory enriches military psychology practice in return. Scientific-research work takes place continuously in all segments of the military organization, depending on the work type and content. Along with that, particular institutions have a prominent role in planning and organizing research on priority tasks of war studies” (Pajević and Kasagić, 2001, p. 24).

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S u m m a r y

AThe analysis of the 75-year period of the development of the subject of military psychology outlines the stages of the development of social sciences in the then-existing socio-political conditions which affected the development trends. The paper presents the development of the subject of military psychology and its results which, in a certain way, represented their time by following the requirements of social sciences as well as the requirements of the defence sector within which and for whose needs military psychology developed. The majority of social sciences in the 1950s had the same pattern of development which was characterized by researchers' effort to establish the first research methodology in social sciences. During the 1960s, researchers' work was directed towards the differentiation of subjects of social sciences and the establishment of methodologies specific for social sciences (sociology, political science, psychology, etc.). In the 1970s, researchers were meeting the needs of the society for empirical evidence of their claims. As a consequence, the methodology of empirical research was developing together with the construction and standardization of the instruments for measuring psychological abilities and characteristics of military personnel, which is of particular importance for the defence sector both in peace and war. With the

formation of military psychology elements, subject matter, tasks, objectives, methodology and instrumentation, the research continued in the 1980s and 1990s in line with the requirements of the military and the socio-political events in the country. During the military reform, military psychology as well as military and social sciences provided the required answers to the defence system while further developing their subject matters and tasks within the defence sector. The first decades of the development of the subject matter of this scientific discipline laid its foundations for decades to come, characterized by studies which follow the development and the requirements of the military profession with the focus on people as an important factor of the military organization strength at the time of the changing nature of modern conflicts.

The military psychology development took place and has been taking place in the following military scientific and military educational institutions of the SFRY, FRY, Serbia and Montenegro, and the Republic of Serbia: VMI (1947-2022); VMA Department for Applied Psychology and Mental Hygiene (1957-1961); VMA Institute for Applied Psychology and Mental Hygiene (1961-1969); VMA Department for Psychology (1969-); Department for Experience Processing and Research in the Directorate for MPV (1957-1964); Division for Studies and Research of the MPV Directorate (1964-1968); Center for Andragogic, Psychological and Sociological Research in the JNA – CAPSI (1969-1973); Center for Studies and Research within the SSNO Political Directorate (1973-1979) and Center for Classification and Selection of Personnel for the Needs of the JNA (1973-1979) within the Health Directorate; VMA Department for Military Psychology (1979-1990); VMA Institute for Mental Health and Military Psychology (1990-1999); Department for Mental Health and Military Psychology (1999-); ISI Division for Research into Training at the Strategic Level (1984-1992); Division for Military Sociology and Psychology IRV (1992-2006); ISI Division for Sociological, Andragogic and Psychological Research (2006-2010); Department for Defence Studies (2010-); Military Academy Department for Social Sciences (Pedagogy and Psychology (1944-1957)); Military Psychology and Pedagogy (1958-1966); Military Academy Department for Military Andragogy and Psychology (Military Psychology (1966-2000)); and Military Academy Department for Social Sciences (Military Psychology (2000-)).

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