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Innovative Solutions for Teaching the History of Finance Guard – Presentation of Research Findings

Viktória Czene-Polgár¹, Andrea Szabó²

The study presents teaching methodologies used in the first-year course for students at the Faculty of Law Enforcement, specializing of financial investigators and customs and finance guard. Every one of these areas, as intended by the instructors, serve to deepen the student's understanding of the profession's history, in the context of Generation Z.

At the course's end (2022 and 2023), a survey among participants was carried out to assess whether and to what extent the history course and the accompanying excursion were suitable for the development of competencies that are of particular importance in law enforcement education. It also examined the effectiveness and how innovative the methods were perceived to be by the students.

Results: the survey clearly showed that the role played by students in history courses and the excursion was valued higher than that of the teachers and that both programs were seen as a valuable method of community building and/or strengthening.

The teaching of vocational history can prove to be successful and effective through well-established approaches, strengthening a sense of duty and professionalism in the students

Keywords: innovation, history of finance guard, methodology, competence, Generation Z

I. Introduction

The role of the history of profession, unquestionably belongs to the line of development and improvement of all vocations. Moreover, learning about professional historical backgrounds plays quite a significant role in fostering motivation. By the idea of the call of vocation, we presume not only the law enforcement bodies but all the professions that are regarded as vocations by scientific norms and standards based on their common features. Thus, we consider a vocation, among other professionals, belonging to clergy, healthcare, jurisdiction, and to education. Symbols, featuring identity-identification have also emerged in the financial inspector, and customs officer profession, with elements of professional culture as identifiable external features. Such symbols may include the uniform, rating, and various insignia on the uniforms, as the conventional Mercury-rod.³

Due to all these factors, the transfer of professional historical know-how within the framework of higher education heralds an outstanding importance. So that we may introduce the members of Generation Z to the realms and mysteries of the history of the customs officer profession and make the cluster of information relevant to this vocation adaptable, in 2018 our department initiated and elaborated a so-called professional 'adventure trip program' for the senior students accomplishing the course on the professional history of customs officers and finance guards. The significance of this project idea was reinforced by the Creative Learning Program⁴ within

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³ Adrienn Magasvári, 'A pénzügyőri szolgálat empirikus vizsgálata az utánpótlás- és hivatáskutatások tükrében', PhD értekezés. (Budapest: Nemzeti Közszerológiai Egyetem Közigazgatás-tudományi Doktori Iskola, 2020).

⁴ A biztos jövő egyeteme 2020-2025, (Nemzeti Közszerológiai Egyetem, 2020). <https://www.uni-nke.hu/document/uni-nke-hu/intezmenyfejlesztési-terv-2020-2025.pdf>

the Institutional Development Plan (2020-2025) of Ludovika University of Public Service as well as by the special award of Innovative Department obtained in 2021, which also involved an important core element in presenting the adventure trip.

It is the firm conviction of the authors that getting to know any profession one must learn about and deep dive into the history of that particular vocation, which may surpass the basic purpose of enriching common knowledge and may contribute to the promotion of customs officer identification, improve analytic skills, thus it can also foster professional development and integration into the profession. Other departments at the Faculty of Law Enforcement also deal with the dissemination of history of professions, this way with the history of policing, state border protection or history of law enforcement organizations.⁵

One of the core elements of researches on call of vocation is meant to be the history of profession and its segments, similarly for instance, the history of organization and legal status, human resource issues, or revealing the development, and evolutionary process of uniforms and ranks.⁶

Young members of Generation Z – where the new customs officer cadets involved in the research project also belong – may as well be considered digital natives who do not tend to adopt or cope with obsolete methods and outdated patterns. They need new approaches, new ways of communication, and educational methodologies adaptable to the personal traits and demands of Generation Z since the classic methods relying on iterative, verbal, or traditional communication manners and information sharing do not work anymore, or only in the few cases of highly motivated, diligent and interested students coming from ideal socio-cultural backgrounds with significant prior knowledge in the matter.⁷

II. Teaching the history of the profession and the adventure trip

Nowadays, when integrating into the realm of work – hence joining professional enforcement vocations – cooperative openness tends to be among the crucial prerequisites, which enable the elaboration of essential skills, competencies, knowledge clusters as well as core attitudes that altogether promote professional teamwork.⁸ Promoting all these traits has become the duty of higher educational institutions, however, the classic frontal educational methods and in-class activities do not provide the necessary framework for these ends. Moreover, it has become an increasingly important tool for the development of creative thinking skills, intellectual sophistication as well as preparation for teamwork along with facilitating all those skills that „*foster autonomous and efficient information processing and implementation.*”⁹

⁵ Tamás Kovács, 'Társadalomtudományok helye és szerepe a modern rendészeti felsőoktatásban', *Belügyi Szemle*, 70, no 10 (2022), 2061-2076.

⁶ Viktória Czene-Polgár, 'A pénzügyőrség szerepe a gazdasági bűncselekmények felderítésében 1945–56 között', *Magyar Rendészet*, 20, no 1 (2020), 13-21.; Adrienn Magasvári, 'Hivatása: pénzügyőr', in *Közös kihívások – egykor és most* ed. by Zágón Csaba and Andrea Szabó (Budapest: MRTT Vám- és Pénzügyőri Tagozat, 2020), 184-211.; Andrea Szabó, 'A Magyar Királyi Pénzügyőrség rangrendszere 1867-1947', *Rendvédelem-történeti Füzetek*, 27, no 54 (2017), 107-126.; Andrea Szabó, 'A pénzügyi igazgatás szervezeti keretei egykor és most a rendészeti feladatok tükrében', in *Szent Lászlótól a modernkori magyar rendészettudományig*, ed. by Gyula Gaál and Zoltán Hautzinger (Pécs: Magyar Hadtudományi Társaság Határőr Szakosztály Pécsi Szakcsoport, 2017), 351-356.

⁷ Hegedűs Judit 'Rendészeti felsőoktatásban tanuló hallgatók tanulási szemléletmódjának alakulása', in *Magatartástudományi kutatások a rendészeti képzés megújítása érdekében*, ed. by Judit Hegedűs (Budapest: Nemzeti Közzolgálati Egyetem, 2020), 51-64.

⁸ Viktória Kövecsesné dr. Gósi, 'A tanítás- tanulás módszertanának szerepe a tanítóképzésben', *Pedagógusképzés*, 18 (2019), 74–88. <https://doi.org/10.37205/TEL-hun.2019.ksz.06>

⁹ Gyöngyvér Molnár, 'Tudástranszfer', *Iskolakultúra*, 12, no 2 (2002), 65-74.; József Kaposi 'A történelmi gondolkodás és a képességfejlesztő feladatok', *Történelemtanítás*, 8, no. 1-2 (2017). <http://www.folyoirat.tortenelemtanitas.hu/2017/10/kaposi-jozsef-a-tortenelmi-gondolkodas-es-a-kepessegfejlesztzo-feladatok-08-01-03/>

However most of the complex knowledge items we gain from written texts,¹⁰ which pose a significant role in the educational processes, nevertheless these factors — along with the changes of our perception of knowledge — witness a generational shift.

Great bulk of previously printed knowledge items have also become available in digital format, hence the widespread application of the internet has generated new challenges within the framework of higher education.¹¹ The information explosion ever since the end of the 20th century „has evaporated the illusion of lifelong-lasting knowledge, the widespread use of cutting-edge online applications has elevated the importance of the use of information, namely the approach of ‘know how’ versus ‘know what.’”¹²

The application of new methods and tools is significantly affected not only by the demands of the labour market but also by the expectations of the students. The full-time students of the Faculty of Law Enforcement studying at the Department of Customs and Finance Guard, all belong to Generation Z, members of the first global generation who were born into the digital world, for whom the digital information explosion and technical developments are considered a natural habitat and for whom the old patterns and methods have become obsolete. So that we can raise their interests, call upon them, and make them hear and adopt our messages, we need new communication methods, new approaches, and new educational-pedagogical methodology customized to the needs of Generation Z, which may enable them to develop and deepen their set of skills and knowledge as well as to channel it into efficiently working systems. naturally, the classic knowledge transfer will not cease to exist, only the promotion of other skills, and competencies will become more emphatic including project work, creativity, problem-solving skills, gamification, and phenomenon-based learning. Altogether a new pedagogy focusing more on the outcome and learning results, where the lecturers step out from their primary role of sources and sharers of knowledge and turn into mentors, and supporters of learning. In other words, „from the previously prevailing function of knowledge transfer, the role of mentor, facilitator of learning, transmitter, interpretive and explanatory function will become emphatic.”¹³

Concerning the efficiency of education, it has been demonstrated that gamified phenomenon-based learning, where the student is actively involved in the learning process, solves creative tasks, and co-operates with his/her peers, proves to be significantly more efficient than traditional educational methods.¹⁴

The ‘History of Profession’ course can be taken during the second semester, comprising of 28 lessons, and closes with a colloquial exam. All the factors mentioned above were taken into consideration during the course elaboration process. The number of lessons involving direct knowledge transfer has been decreased while the part of practical resource analysis and activity-based lessons have been increased, which altogether have been supplemented with interactive learning management methods, such as pair and project work, or the history of profession adventure trip. Along the latter program, the lecturer would leave behind his/her frontal

¹⁰ Benő Csapó, *Kognitív pedagógia* (Budapest: Akadémiai Kiadó, 1992), 87.

¹¹ Ágnes F. Dárdai and József Kaposi, ‘Változó történelemtanítás Magyarországon 1990–2020. Trendek, mozaikok, mintázatok’, in *A TÖRTÉNELEMT@NÍTÁS a történelemtanításért*, ed by Ágnes F. Dárdai, József Kaposi and András Katona (Budapest: Magyar Történelmi Társulat, 2020), 15-60.

¹² Irén Vágó ‘Az oktatás tartalma’, in *Jelentés a magyar közoktatásról 2000*. ed. by Gábor Halász and Judit Lannert (Budapest: Országos Közoktatási Intézet, 2000), 169. <https://mek.oszk.hu/08400/08451/08451.pdf>

¹³ József Kaposi, ‘A hazai történelemoktatás dilemmái’, in *A TÖRTÉNELEMT@NÍTÁS a történelemtanításért*, ed. by Ágnes F. Dárdai, József Kaposi and András Katona (Budapest: Magyar Történelmi Társulat, 2020), 109-129., 117.

¹⁴ Márta Kis, ‘Élmény alapú oktatás a Budapesti Metropolitan Egyetemen’, in *XXV. Multimédia az oktatásban konferencia*, ed. by József Berke (Budapest: Ericsson Magyarország, 2019), 65-66. http://real.mtak.hu/97157/1/MMO2019_Proceedings.pdf

educational role as the primary source of information and turn into a facilitator who rather helps, motivates, and fosters students' activities.

The topic ramification of the course includes not only the more than 150-year old history of Customs and Finance Guard, yet it also provides a glimpse into the millennia-old history of taxation and customs collection, too.

Table 1: The topics of the history of profession course¹⁵

	For tax investigators students (RVPTB77)	For customs and finance guard students (RVPTB100)
1.	The development of taxation from the beginning in Hungary	
2.	The thousand-year history of customs	
3.	Customs in Hungary	
4.	150 years of Customs and Finance Guard	
5.	Interesting facts from the history of the finance and customs guard	
6.	The history of financial investigations before and after 1990	Customs and Tax History Museum
7.	The National Tax and Customs Administration's criminal investigation department	History of excise taxation

The special themes within the course topic are also broken down further into other units, where the lecturer can share the resource materials with the enrolled students through the Moodle educational platform. To complete the course successfully, students are expected to show active engagement in all the classes, furthermore, they must perform one presentation and a PPT related to the topics handed out at the first session, and they are expected to write a paper elaborating on the resources provided along the lessons.

The lecturer states the formal and contextual prerequisites for the assignments which are also available in the Moodle system. Before closing the course, the lecturer compiles a test from the various topics covered along the course, which, based on active attention and comprehension by the students would be easily doable. The final grade necessary to accomplish the course is given by a recommended grade with previous split grades displayed in the NEPTUN system. According to this scheme, the PPT presentation is worth max. 40%, the paper written another 40%, while the successful completion of the final test accounts for 20% of the final course grade.

The acquisition of the basics of research methodology, necessary for accomplishing the course takes place during the lessons or in the university library, where students can learn about the location of the primary resources of the history of their profession as well as may get a glimpse into the operation of the library. So, besides dealing with the resources uploaded into the Moodle system, students must get acquainted with the online or offline operation of the library as well as with the resources available over there which must be used for writing their seminal papers or elaborating their presentations.

We consider it important to spread the common knowledge elements among our students besides the firm acquaintance of professional know-how. For this reason, ever since 2018, we have organized a professional study trip for our students, which, on one hand, functions as a team builder program, on the other hand, it harmonizes with the university syllabus since it covers topics like the history of the profession, history of taxation, securities, and customs.

¹⁵ Source: Compiled by the authors.

When we elaborated the program we relied on the innate curiosity of our students, which according to Leszek Kołakowski, renowned Polish philosopher and historian of ideas, “*is an endemic non-trackable instinct.*”¹⁶

We cannot disregard the fact that our customs officer cadets, besides being members of Generation Z, also prove to be the participants of a very special law enforcement higher educational training course with special expectations, where the traits of an “ideal decent student” feature in being disciplined, obedient, adaptable, cooperative, punctual also with a great deal of professional zeal, vocation, and devotion.¹⁷

In other words, education also faces new challenges and newly emerging problems that need to be coped with new solutions and approaches.¹⁸ The ultimate purpose of gamification is to make a task more enjoyable, game-like, and entertaining — let it be a puzzle, a board or online game, inclusion of any form of sports or other games — to boost the activity and motivation of students.¹⁹ All these elements can be applied through the accomplishment of the history of the profession adventure trip.

Research findings reveal that the impact of mass media on the mentality of youngsters has significantly increased in the 21st century, their lifestyle being greatly affected by cyberspace and the use of a variety of ICT tools.²⁰ The digital natives – members of the generation present in higher education – tend to adapt swiftly to new IT devices and applications, and they use the ICT devices without restraints.²¹ Thus, these devices and impacts should be also applied in the service of education.

The ‘history of profession adventure trip’ does not recall and expects the reproduction of materials learned during the lessons. Rather it relies on the creativity, open-minded and combinational mentality and competencies of the students, thus holding the option of becoming a potential building brick of competence-based educational development. At the various stages of the gamified trip, students are not expected to recite or grasp the materials acquired from their teacher rather their active participation in processing and elaborating creative solution patterns is meant to be much more important. All these factors share outstanding importance within the project because without this kind of active participation – among others, through group work and task management – the ideal personality development, necessary for meeting the expectations of a modern economy and society, cannot be accomplished.²²

The history of profession adventure trip consists of a series of skill development tasks. Their primary features share our expectation from the students where we are curious about the demonstration of their creative and integrated problem-solving skills, information processing

¹⁶ Leszek Kolakowski, *'Kis előadások nagy kérdésekről'* (Budapest: Európa Könyvkiadó, 1998), 49.

¹⁷ Judit Hegedűs, 'Szemléletformálás a rendészeti képzésben', in *A magatartástudomány helye és szerepe a rendészeti képzésben*. ed by Judit Hegedűs, (Budapest: Nemzeti Közszolgálati Egyetem, 2019), 5-18.; Ákos Erdős, et al. 'Professional Career Choice and Career Startin Regards to the Expectations of Hungarian Law Enforcement Higher Education and of the Law Enforcement Organs', *Internal Security*, 12, no 2 (2020), 301-312.; Ákos Erdős 'Új generáció a rendészeti felsőoktatásban', in *Gondolatok a rendészettudományról. Írások a Magyar Rendészettudományi Társaság megalapításának tizenötödik évfordulója alkalmából*. ed by Gyula Gaál and Zoltán Hautzinger (Budapest: Magyar Rendészettudományi Társaság, 2019), 89-102.

¹⁸ Jenő Duchon, 'Tanulási stílus és játékos típus összevetése felnőtteknél, az oktatási folyamat játékosítása céljából', in *Tehetség, szorgalom, hivatás*, ed by Zágón Csaba, and Ágnes Zsámbokiné Ficskovszky, (Budapest: MRTT Vám- és Pénzügyőri Tagozat. 2021), 223-236.; Lajos Besenyey, 'A generáció váltás forradalma', *Opus et Educatio*, 3, no 4 (2016), 371–378.

¹⁹ Attila Körei and Szilvia Szilágyi, 'Didaktikai játékok integrálásának lehetőségei a felsőoktatásban', *Multidiszciplináris Tudományok* 10, no 3 (2020), 221–232.

²⁰ Csaba Jancsák, László Kojanitz, Maja Kósa, Gábor Ferenc Kiss and Mónika Mezei, 'A gyakorlaton alapuló kutatási tényektől a kutatási tényeken alapuló gyakorlatig', *Iskolakultúra* 31, no 11-12 (2021), 3-15.

²¹ András Buda, *IKT és oktatás. Együtt vagy egymás mellett?* (Szeged: Belvedere Meridionale Kiadó, 2017) 15-17.

²² Kaposi, 'A hazai történelemoktatás dilemmái', 109-129.

abilities, and competencies rather than making them recite the acquired knowledge during the lessons. This kind of creative intellectual challenge and sense of accomplishment may also provide them with an emotional surplus and high feeling at the end of the adventure trip.

This way the skill and competency-developing tasks, basically serve the role of recognizing and applying the new correlations and pieces of knowledge rather than rehearsing the acquired “routine methods” or best practices.”²³ Students can take part in the adventure trip by their course cohorts or in groups of max. 10-12 participants. Along the thematic trip, they may get to know various sights at different locations. The program starts from the venue of Ludovika Campus where the course leaders share the necessary information with the students, they also get their first task through which they may take them to the first destination on their quest. The fellows of our department pay close attention to the students on their quest, since the teams must check in at each checkpoint station – they must take pictures to prove their presence and task accomplishment at each station – and in the next stage, they may get their new assignment with new instructions. They have to prove their readiness and professional knowledge by solving puzzles and crosswords, however, they also have to cope with excerpts from literary works, legal texts, and newspapers with contemporary pictures.

It is the primary purpose of the trip to promote and cherish the traditions related to the profession of customs officers as well as to deepen the professional know-how of the participants. For this reason, the permanent major highlights of the trip include visits to the Museum of Customs and Taxation, where the students may not only roam around the splendid art nouveau style Schiffer-villa of the museum in Munkácsy street but in the same time they can deep dive into the history of Customs and Tariffs Authority and the predecessor institutions, the history of Hungarian taxation and may as well get acquainted with former and contemporary financial institutions by the professional guidance of taxation museum expert colleagues.

While the students can learn about the intellectual and physical assets of our cultural history, in the same way, they can improve their competencies, too, such as creativity, self-development skills, and cognitive competencies, such as combination, logic, systemization, information gathering, problem solution, coherence, and other related soft skills. Furthermore, we aim to foster community building, interactivity, and teaching through entertaining activities and to support the learning process.

At the beginning of the program, the only venue where the students were informed about the history of the customs officer profession through museum pedagogical activities was the Museum of Customs and Taxation under 19/B Munkácsy Street. Today, we have managed to involve three other institutions to be part of the ‘history of profession’ adventure trip, where professional expert colleagues (customs officers, museologists, librarians) contribute to the information sharing. This way we put on the list the following stations, to make it more colourful and enjoyable: the iconic venue of centuries-old customs officer training, the School of Customs Officers of Hungary (202 Harmat Street), Library of the Ministry of Finance (2-4 József Nádor square) Library of the Central Command of National Tax and Customs Administration (2 Szécheny street).

III. Method

We have completed the questionnaire-based survey with the students involved in the courses after the completion of academic years 2021/22 and 2022/23. The survey aimed to find out among the students whether the history of the profession adventure trip is applicable and eligible for promoting core competencies necessary in law enforcement education and among

²³ Kaposi, ‘A történelmi gondolkodás’

customs officer cadets, such as teamwork, cooperation, critical thinking skills, problem solution, or empathy.

We have applied and based our survey on the sample model questionnaire elaborated by the pilot project (Directorate of Virtual Customs and Criminal Investigation of the National Tax and Customs Administration) and scientific methodology cluster of the Creative Learning Platform of the Ludovika University of Public Service.²⁴

We have attempted to find answers to the research queries involved in the set of objectives of the survey using quantitative methodology.

The survey completion process was performed anonymously, individually, and voluntarily by the respondents.

The survey was distributed to all the participants of the course (2022 N=46; 2023 N=41), and in 2022 39 students completed it (84,7%), while in 2023 33 persons (80,4 %) answered the questions, which could all be assessed and processed.²⁵ As for the gender distribution of the participants, it showed an almost equal male and female respondent ratio. The students had to assess their general overall impressions related to the target dimension of course development objectives on a Likert scale of 1 to 5 (where 1 = totally disagree, and 5 = totally agree with the statement)

IV. Results and discussion

A Implementation of Course objectives

The KTP strategy defines a strategic roadmap where the essence of education is featured by innovation, student-centric focus, establishment of professional communities, and the promotion of individual development process. In the first part of the questionnaire, we have focused on the analysis of the implementation of these goals. The research findings have also supported our presumption that in terms of content both the adventure trip and the course share a streamline into the direction set by the objectives of KTP (Figure 1, 2). The feedback received from the students obviously refers to the recognition that compared to the experiences obtained from classroom-based university seminars and lectures the concept of the adventure trip and of the course proves to be quite innovative. The core concept of the course framework has consisted in the paradigm shift from a lecturer-centric, frontal education towards a student-centric or focused training course. The adventure trip calling the methods of gamified learning tasks altogether fostered cooperative teamwork, as well. According to the feedbacks assessed from the questionnaires on the course on history of profession, it has been revealed that the importance of students within the accomplishment of the adventure trip has significantly increased in comparison with the role of instructors and lecturers. Thus, education transforms into a sort of facilitated mentor-based task solution. The survey also showed that students do not insist or need to have this adventure trip organized later during the course terms, rather in the first academic year when its teambuilding role and function can be rewarding and beneficial for the establishment of students' communities, as also expected by the lecturers.

The assessment, and grading system of the course – which does not rely on a quick, few-minute long summative exam-type evaluation, but rather on the accumulated assessment of various assignments, essays, and presentations accomplished along the semester - was considered quite

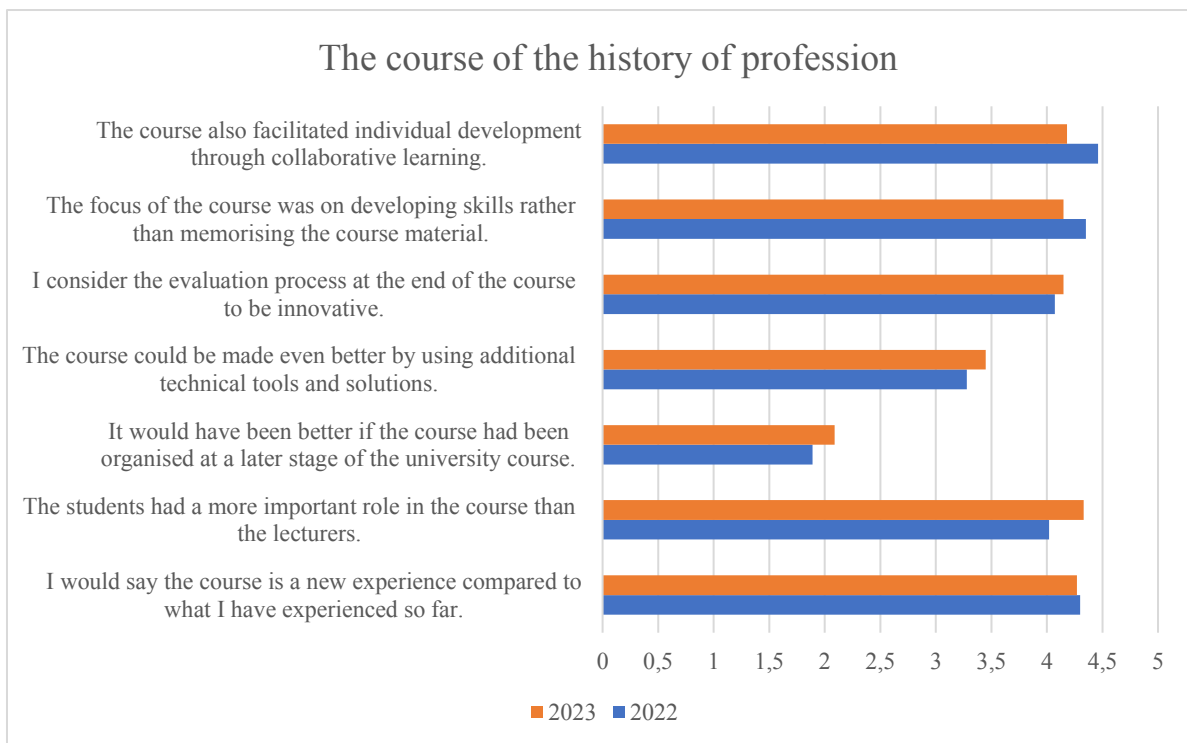
²⁴ László Christián, Ákos Erdős and Adrienn Magasvári, 'Képzési innováció a magyar rendészeti felsőoktatásban', in *„Tradíció, tudomány, minőség” – 30 éves a Vám-és Pénzügyőri Tanszék*, ed. by Viktória Czene-Polgár, Zágon Csaba, Andrea Szabó and Ágnes Zsámbokiné Ficskovszky (Budapest: MRTT Vám- és Pénzügyőri Tagozat, 2021), 62-77. <https://doi.org/10.37372/mrttvpt.2021.2.2>

²⁵ Viktória Czene-Polgár, Andrea Szabó, 'Innováció a pénzügyőri szakmatörténet oktatásban' *Neveléstudomány* 11, no 2 (2023), 44-54. <https://DOI: 10.21549/NTNY.41.2023.2.4>

innovative by the majority of students. Based on the responses of the participants it seems that we managed to achieve these goals by the end of the course.

Students have mostly agreed with our statement that the historical course and the adventure trip are meant to play a significant role in team-building and strengthening the community. In this case, we have promoted not only the objectives of the KTP but also the sense of belonging to a professional community in other words the feeling of community identification. Ideas for improving the course have also emerged within the free answers in the feedback questionnaire, so the need for the application of popular online test sites, such as Kahoot or Quizlet, or the idea of showing video footage was also mentioned.

Figure 1: Average scores of the implementation of course objectives (2022 és 2023)²⁶



²⁶ Source: Compiled by the authors.

Figure 2: Average scores of responses given on the implementation of main objectives of the course on the history of profession adventure trip (2022 and 2023)²⁷



B Implementation of educational objectives

In the second section of the questionnaire survey, we tried to find answers to the question concerning the amount and ratio in which the 'history of the profession' course and the adventure trip have contributed to the accomplishment of the educational and training development goals set by the KTP. The responses given by the students participating in the survey were assessed according to five different training developmental target dimensions, such as 1. teamwork, cooperation; 2. critical and creative thinking, problem solution; 3. self-reflection and critique; 4. curiosity; 5. empathy. (See details in Table 2)

Table 2: Educational strategic goals (2022 and 2023)²⁸

Course 2022(2023)	Adventure trip 2022(2023)
Teamwork, cooperation	
I was almost always on my own to carry out the tasks assigned to me during the adventure. 2,05(2,27)	I was almost always on my own to carry out the tasks assigned to me during the adventure. 1,61(1,72)
I needed the help and work of my peers to complete most of the tasks successfully. 3,15(3,12)	I needed the help and work of my peers to complete most of the tasks successfully. 4,33(4,30)
I involved my peers most of the time in solving the problem in class. 3,41(3,36)	
Critical and creative thinking, problem solution	
Some of the tasks required new ways of thinking compared to previous classroom exercises. 4,02(3,90)	Some of the tasks required new ways of thinking compared to previous classroom exercises. 4,10(3,90)

²⁷ Source: Compiled by the authors

²⁸ Source: Compiled by the authors

Most of the time I felt that my ideas and suggestions were not needed when solving the tasks during the course. 1,74(2,03)	Most of the time I felt that my ideas and suggestions were not needed when solving the tasks during the tour. 1,76(1,81)
Many of the tasks required me to search the internet, legislation or teaching materials. 4,05(4,06)	Many of the tasks required me to search the internet, legislation or teaching materials. 3,56(2,84)
<i>Self-criticism</i>	
After the course, I feel I have a lot to learn. 3,02(2,90)	After the adventure course, I feel I have a lot to learn. 3,15(2,81)
The course confirmed that there is not much more they can tell me at university. 1,35(1,60)	The adventure course confirmed that there is not much more they can tell me at university. 1,53(1,36)
The course showed me that I still have to improve in many professional, theoretical areas. 4,23(4,09)	The adventure course showed me that I still have to improve in many professional, theoretical areas. 3,97(3,69)
<i>Curiosity</i>	
The knowledge gained during the course has also raised a number of professional questions in me. 3,74(3,18)	
Most of the tasks were boring for me. 1,53(2,00)	Most of the tasks were boring for me. 1,58(1,69)
During the course I came across a topic or task that I would like to deal with in more detail in the future. 3,71(3,27)	During the adventure course I came across a topic or task that I would like to deal with in more detail in the future. 3,71(3,45)
<i>Empathy</i>	
The course was a good way of strengthening understanding and listening to each other. 4,17(4,03)	The adventure course was a good way of strengthening understanding and listening to each other. 4,64(4,39)
The course helped me to better put myself in the shoes of others. 3,69(3,21)	The adventure tour helped me to better put myself in the shoes of others. 3,92(3,48)
The others did not provide support in solving the tasks. 1,56(1,75)	

According to the average scores reached by teamwork and cooperation segments, the course proves to be suitable and feasible for promoting teamwork and cooperation among students. Based on the responses we can conclude that along the course and the adventure trip, students are expected and covertly forced to improve their critical thinking and creative task management skills, too. The results also demonstrate that students regard their readiness, and preparedness rather critically as being aware of their handicaps and deficiencies in the field of professional know-how. In the case of the curiosity part-goal, we could assess that the history of profession course has raised the interest of the students. Furthermore, they even give a chance for future professional development and conducting academic research in this special field, or joining student science circles in the matter. The adventure trip certainly stirred their interest. Concerning the empathy goal focus, we have experienced that the course and the adventure trip have altogether boosted and fostered their cooperative skills and eagerness.

V. Conclusion

Students enrolled in the customs and excise administration and in the financial and criminal investigation BA programs in law enforcement of the Faculty of Law Enforcement at the University of Public Service may witness such a complex task system, which involves training

(acquiring general knowledge and intellectual fundamentals for the profession) education (as a rudimentary tool of law enforcement cadets' preparation process) and fieldwork-centric practical training and instruction.²⁹

All the same, we should not disregard of the important fact that the students belong to Generation Z, thus they must be tackled with customized generation-based educational methods and practical know-how. Such a classic subject as the history of the profession aims to transfer traditional values, however, it does not provide lexical knowledge only and solely but it also fosters the construction of the professional fundamentals of the law enforcement vocation.

All these factors tend to be supported by the research findings of the questionnaire survey, suggesting that students do appreciate the creative, innovative solutions in educational methodology. They seem to recognize all those areas of competencies wherein these courses tend to strengthen and improve them, such as cooperation, common thinking, empathy, need for professional development, critical thinking, and problem-solving skills.

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²⁹ László Christián, Zoltán Hautzinger and Gábor Kovács, 'A magyar rendészeti felsőoktatás jelene és jövője' *Magyar Rendészet*, 20 (Special issue) (2021), 13-21. <https://doi.org/10.32577/mr.2020.1.1>

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