

**INTERDISCIPLINARY APPROACH TO THE CONCEPT OF SECURITY IN  
THE FRAME OF JEAN-MONNET PROJECT EUSPACED**

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**Анотація.** У статті розглядається таке поняття як безпека в рамках міждисциплінарного підходу до європейських стандартів у сфері сучасної гуманітарної освіти в Україні. Підкреслено основи визначення та реформування сучасної освіти в нашій країні. Подано визнання безпеки як другого рівня в ієрархії Маслоу. Описуються потреби дефіциту (D-потреби) і потреби росту або буття верхнього рівня (B-потреби). Наведено приблизний контур терміна «безпека». Розглядається поняття «безпека» в лінгвокультурологічному, соціологічному, педагогічному та психологічному аспектах. Визнається необхідність реконцептуалізації фундаментальної категорії «безпека» зі статичної на міждисциплінарну.

**Ключові слова:** міждисциплінарний підхід, європейські стандарти, потреби у безпеці, вимоги, безпека.

**Annotation.** The article deals with such concept as security in the framework of the interdisciplinary approach to European standards in the sphere of modern humanitarian education in Ukraine. The basis for defining and reforming of modern education in our country is emphasized. The acknowledgement for safety as the second tier in Maslow's hierarchy is presented. The deficiency needs (D-needs), and the top level growth or being needs (B-needs) are described. The approximate contour of the term "security" is provided. The concept "security" in linguistic, cultural, sociological, pedagogical and psychological aspects is considered. The need to re-conceptualize the fundamental category "security" from static to interdisciplinary one is recognized.

**Key words:** interdisciplinary approach, European standards, safety needs, demands, security

One of the most essential elements of any national education system is represented by its standards. The extensive research of the educational standards can be defined by the demands of the social and cultural upheaval of the society. The approaches to achieve European standards in the sphere of modern humanitarian education in Ukraine are relevant and essential, whether the research is conducted, insufficiently covered or in need of additional study.

Now Ukraine is undergoing a difficult transition of national statehood establishment, striving to defend its independence in terms of external aggression and obstacles on the way to provide the reforms. The basis for reforms in various fields in Ukraine should be presented by understanding that the Ukrainian people, as the only source of power in Ukraine, using the right to rule, choose the European integration vector of our state's development. That is why defining and reforming of modern education should be based, first of all, on European values.

First of all, the European Union is based on respect for human rights and freedoms, and this is one of the main European values. In Article 2 of the Maastricht Treaty, also called the Treaty establishing the European Union, the “Values of the Union” – the values that the European Union is founded on, are the following: respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to all member states. The legislation of these states is characterized by pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men. [1]

The events of recent years have clearly shown that more and more often a person is left alone in dangerous, risky and unpredictable situations, which make him or her more vulnerable and weaker. Established algorithms of everyday actions collapse due to situations that have become unforeseeable and incomprehensible or have turned out to be completely new for adaptive systems. Our usual everyday life was complicated not only by war, social and economic problems, but also by low understanding and awareness of personal responsibility for one's own safety. Such a situation cannot help but worsen not only the physical, but also the psychological well-being of both an individual person and society as a whole. The uncertain consequences of numerous natural and man-made disasters, social conflicts, economic crises, the negative impact of the information space and the increase in the number of violent forms of interaction between people force individuals to self-defence. Currently, the issue of safety in its various manifestations has become more relevant than ever.

Probably, there is no such a person in the world who would not like to live in safe environment, implementing his or her plans in life and enjoying every day of it. So, what is safe environment? How to interpret such a concept as safety?

*Safety is one of our basic, evolutionary needs.* Most of our decisions and actions are based on sustaining or improving our circumstances. While we may not be in constant danger like early man, we are no less driven by the need for safety for us and our loved ones.

The need for safety was acknowledged as a basic human need by *Abraham Maslow in his 'Hierarchy of Needs'*. Safety needs represent the second tier in Maslow's hierarchy and these needs include the security of body, of employment, of resources, of morality of family, and of health. The need for safety is present in all animals, but unlike other animals and early man, we no longer seek shelter from predators hunting us down for food; however, safety is still essential, and our actions are no less engineered to ensuring our survival. [4]

Maslow's hierarchy of needs *is a psychological theory that explains human motivation via the pursuit of several degrees of wants.* Humans are driven to meet their wants in a hierarchical sequence, according to the idea. This list starts with the most basic necessities and progresses to more sophisticated requirements.

According to this idea, the ultimate objective is to achieve the fifth level of the hierarchy: self-actualization. One of the most renowned pictures in the history of management studies is Abraham Maslow's classic pyramid of needs.

*Physiological requirements are at the bottom of the pyramid, while self-actualization, or realizing one's full potential, is at the summit.* [2]

Maslow, as a humanist, felt that humans had an inborn drive to be self-actualized, or to be the best version of themselves. However, in order to reach these ultimate goals, a number of more fundamental requirements, such as food, security, love, and self-esteem, must be satisfied.

*Physiological, safety, love and belonging needs, esteem and self-actualization are the needs from the bottom of the hierarchy up.*

It is worth mentioning that Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. This theory differs from more purely *physiological representations of human motivation* because motivation is seen as being not just concerned with tension reduction and survival but also with human growth and development.

Maslow proposed that human beings possess two sets of needs. This five-stage model can be divided into deficiency needs and growth needs. The first four levels are often referred to as *deficiency needs (D-needs)*, and the top level is known as *growth or being needs (B-needs)*. [5]

Deficiency needs are concerned with *basic survival and include physiological needs* (such as the need for food, sex, and sleep) and *safety needs* (such as the need for security and freedom from danger).

Behaviours associated with these needs are seen as 'deficiency' motivated, as they are a means to an end.

*Deficiency needs arise due to deprivation and are said to motivate people when they are unmet.* Also, the motivation to fulfil such needs will become stronger the longer they are denied. Maslow initially stated that *individuals must satisfy lower-level deficit needs before progressing to meet higher-level growth needs.* When a deficit need has been "more or less" satisfied, it will go away, and our activities become habitually directed toward meeting the next set of needs that we have yet to satisfy.

Physiological needs these are biological requirements for human survival, e.g., air, food, drink, shelter, clothing, warmth, sex, and sleep.

*Our most basic need is for physical survival, and this will be the first thing that motivates our behaviour.* Once that level is fulfilled, the next level up is what motivates us, and so on.

If these needs are not satisfied, the human body cannot function optimally. Maslow considered physiological needs the most important as all the other needs become secondary until these needs are met.

*Once an individual's physiological needs are satisfied, the needs for security and safety become salient.*

Safety needs – people want to experience order, predictability, and control in their lives.

*Safety needs can be fulfilled by the family and society (e.g., police, schools, business, and medical care).*

For example, *emotional security, financial security* (e.g., employment, social welfare), *law and order, freedom from fear, social stability, property, health and wellbeing* (e.g., safety against accidents and injury).

*After physiological and safety needs have been fulfilled, the third level of human needs is social and involves feelings.*

It should be noted that there is no generally accepted or at least sufficiently established definition of the concept of "security" yet. The approximate contour of the term "security" leaves a wide space for further hermeneutic reflections and conceptual clarifications based on them - a kind of field for broad (sometimes quite abstract, and even speculative) discussions. [7]

Controversies about the nature of security and about it as a subject of research do not subside in the social sciences. This is explained by the fact that the concept of "security" is an interdisciplinary category, a synthetic concept of political science and sociology, military and economic sciences, which forces a rather broad interpretation of this category.

A certain vagueness and resulting conceptual abstruseity of the modern "security discourse" as a discussion on the "problem field" of security (as "circles of topics and problems related to the discussed issue" can be explained by several circumstances. [3, c. 11-12]

First, the socio-political concept of security has recently spread from the military-political (mainly international) sphere to related social-humanitarian fields and spheres - first of all, to sociology and psychology, to ethno-political science and cultural studies, linguistics, etc. As a result of such "interdisciplinary transit", the political-philosophical category "security" (and, accordingly, its derivatives) are

gradually "blurred", and the term itself loses its clarity of meaning and can be considered not only in the social-political or military-political, but also in linguistic, cultural, sociological, pedagogical and psychological aspects. [6, c. 22]

All this leads to the recognition of the need to re-conceptualize the fundamental category "security" and shift the emphasis from its static to dynamic understanding - within the general paradigmatic transition from disciplinary and problematic nature to interdisciplinary one, that modern society has faced nowadays.

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