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Представлено на кафедру_____
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викладача)

КУРСОВА РОБОТА

З ПЕРЕКЛАДУ

СЕМАНТИКО-СТРУКТУРНІ ОСОБЛИВОСТІ ПЕРЕКЛАДУ ТЕРМІНІВ ФАХОВОЇ МОВИ ПСИХОЛОГІЇ (НА МАТЕРІАЛІ АНГЛІЙСЬКОЇ ТА УКРАЇНСЬКОЇ МОВ)

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(підпис)
Викладач
Курбаль-Грановська Ольга Олегівна

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Київський національний лінгвістичний університет
Кафедра теорії і практики перекладу з англійської мови

Завідувач кафедри
теорії і практики
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_____
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ЗАВДАННЯ
на курсову роботу з перекладу з першої іноземної мови
для студентів IV курсу

студентка IV курсу ПА07-19 групи, факультету перекладознавства КНЛУ
спеціальності **035 Філологія,** спеціалізації **035.041 Германські мови та літератури (переклад включно), перша – англійська,** освітньо-професійної програми **Англійська мова і друга іноземна мова: усний і письмовий переклад**
Тема роботи Семантико-структурні особливості перекладу термінів фахової мови психології (на матеріалі англійської та української мов)
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Дата видачі завдання вересня 2022 року

Графік виконання курсової роботи з перекладу

№ п/п	Найменування частин та план курсової роботи	Терміни звіту про виконання	Відмітка про виконання
1.	Аналіз наукових першоджерел і написання **теоретичної частини** курсової роботи (**розділ 1**)	1–5 листопада 2022 р.	
2.	Аналіз дискурсу, який досліджується, на матеріалі фрагмента тексту; проведення перекладацького аналізу матеріалу дослідження і написання **практичної частини** курсової роботи (**розділ 2**)	7–11 лютого 2023 р.	
3.	Написання **вступу і висновків** дослідження, оформлення курсової роботи і подача завершеної курсової роботи науковому керівнику для попереднього перегляду	28–31 березня 2023 р	
4.	**Оцінювання** курсових робіт **науковими керівниками**, підготовка студентами презентацій до захисту курсової роботи	25–30 квітня 2023 р.	
5.	**Захист** курсової роботи (за розкладом деканату)	2-13 травня 2023 р.	

Науковий керівник_____ (підпис)
Студент_____(підпис)

РЕЦЕНЗІЯ НА КУРСОВУ РОБОТУ
З ПЕРЕКЛАДУ З АНГЛІЙСЬКОЇ МОВИ

студентки __IV__ курсу групи ПА 07-19 факультету германської філології і перекладу КНЛУ спеціальності **035 Філологія,** спеціалізації **035.041 Германські мови та літератури (переклад включно), перша – англійська,** освітньо-професійної програми **Англійська мова і друга іноземна мова: усний і письмовий переклад**

Непом'ящої Мілени Сергіївни

(ПІБ студента)

за темою Семантико-структурні особливості перекладу термінів фахової мови психології (на матеріалі англійської та української мов)

	Критерії	Оцінка в балах
1.	Наявність основних компонентів структури роботи — *загалом 5 балів* (усі компоненти присутні – **5**, один або декілька компонентів відсутні – **0**)	
2.	Відповідність оформлення роботи, посилань і списку використаних джерел нормативним вимогам до курсової роботи — *загалом 10 балів* (повна відповідність – **10**, незначні помилки в оформленні – **8**, значні помилки в оформленні – **4**, оформлення переважно невірне – **0**)	
3.	Відповідність побудови вступу нормативним вимогам — *загалом 10 балів* (повна відповідність – **10**, відповідність неповна – **8**, відповідність часткова – **4**, не відповідає вимогам – **0**)	
4.	Відповідністьоглядунаукової літератури нормативним вимогам — *загалом 15 балів* (повна відповідність – **15**, відповідністьнеповна – **10**, відповідність часткова – **5**, не відповідає вимогам – **0**)	
5.	Відповідність практичної частини дослідження нормативним вимогам — *загалом 20 балів* (повна відповідність – **20**, відповідністьнеповна – **15**, відповідністьчасткова – **10**, не відповідає вимогам – **0**)	
6.	Відповідність висновків результатам теоретичної та практичної складових дослідження — *загалом 10 балів* (повна відповідність – **10**, відповідність неповна – **8**, відповідність часткова – **4**, не відповідає вимогам – **0**)	

Усього набрано балів: _____

Оцінка:

«До захисту» _____   _____
(42-70 балів)   *(підпис керівника)*

«На доопрацювання» _____   _____
(0-41 балів)   *(підпис керівника)*

"____"_____2023

CONTENTS

INTRODUCTION

For a specialist in any field of activity - industrial, educational, medical or scientific - in order to perform his work well, it is important to have a good command of the appropriate professional terminology. For many reasons, foreign words, in particular, terms, entered the Ukrainian language. Depending on the historical, geographical, political and scientific circumstances in different fields of life involved terms from different languages. For example, computer technologies - from English, mathematics - from Greek, military - from German, diplomatic - from French, etc. At the same time, the Ukrainian language also has its own commonly used words.

Therefore, when talking about the translation of terms from any branch of the English language, it is important to remember that this translation requires not only knowledge of the field to which the translation relates, understanding the meaning of terms in English, but also knowledge of terminology in the native language. According to the explanatory dictionary of foreign words widely used in Ukraine, the term is "a word or word combination that means a clearly defined special concept of any field of science, technology, art, social life, etc." [13].

Scientific literature shows that in the process of translating terms, experts define two stages:

1. Finding out the meaning of the term (in context).

2. Translation of the meaning in the native language.

At the same time, it is noted that: "The main method of translating terms is translation using a lexical equivalent - a constant lexical correspondence that exactly matches the meaning of the word. Terms that have equivalents in the native language play an important role in translation. It is necessary to be able to find the appropriate equivalent in the native language and expand it knowledge of equivalent terms" [1]. Transcoding, tracing and descriptive translation should be noted among the main ways of translating terms. These methods will be discussed in more detail in the third chapter.

At the same time, in the context of psychological terminology, it is equally important to define not only the concept of terms, but also the concept of psychology.

In particular, the dictionary of foreign words gives several definitions of the word "psychology":

1. The science of regularities, development and forms of mental activity of living beings. Educational discipline that teaches its content;

2. Mental composition, psyche, features of someone's character;

3. A set of mental processes caused by a certain activity, state, etc. [12].

In the Greek language, "psyche" (psyche) means "soul". By the way, this word entered the English and Ukrainian languages in this form. And in general, in Ukrainian psychological terminology, as well as in the terminology of some in other fields of medicine, a significant number of terms were borrowed from both Greek and Latin, and recently a lot was borrowed from the widely used language of global communication today - English. To study the lexical features of English psychological terminology and methods of its translation within the framework of this work, we mainly paid attention to the field of cognitive psychology. Cognitive psychology is a field that studies such mental processes as perception, memory, attention and thinking. The words from the name of the direction "cognitive psychology" come from from the Latin and Greek languages. Therefore, the Latin cognitio means "cognition", the above-mentioned Greek psyche means "soul", and the word logos, which also comes from the Greek language, means "teaching" [8].

The relevance of the research is confirmed by the significant attention which devoted to the topic of lexical features of the English language in the works of leading Ukrainian scientists and linguists. The increase in attention is due to the requirements of the accelerated development of science, technology and other spheres of life in general, and in particular, the sphere of psychology. The rapid development of science and technology causes a quantitative growth (according to some estimates, it doubles every 8-10 years) of special vocabulary and needs to be organized and normalization. The activation of scientific and professional contacts of representatives of Ukraine, caused by both general globalization and the expansion of the geography of scientific and technical projects with the participation of Ukrainian scientists in general and

doctors in particular, requires increased attention to the relevant field of professional terminology.

The purpose of the work is to establish the main vocabulary peculiarities of the psychological terminology of the English language and methods of its translation into the Ukrainian language, in particular, the identification of the most characteristic features that could expand the professional baggage of a teacher or translator.

Objectives of the study:

- based on the analysis of scientific sources, clarify the meaning of the term "term";

- to establish lexical features of English psychological terminology through the analysis of domestic and foreign sources;

- to systematize current translation problems and practices English psychological terminology in Ukrainian;

- on the basis of the study and analysis of the studied sources (articles, dissertations, textbooks, dictionaries, etc.) to determine the actual features of the translation of psychological terminology of the English language. The object of research is English psychological terminology.

The subject of research is the lexical features of English psychological terminology and methods of its translation into Ukrainian.

The research material consists of electronic textbooks with of psychology, dictionaries of psychological terms, as well as scientific articles on psychological topics.

Research methods: descriptive method for collecting and systematizing information on the peculiarities of the term; continuous sampling method for forming a bank of actual examples; analysis method for determining structural and semantic features of psychological terminology in the English language; comparison method and classification method.

The practical significance of the study consists in deepening knowledge on the topic of the course work "Lexical features of English psychological terminology and methods of its translation into Ukrainian", finding the most effective and adequate

ways of translating English psychological terminology, taking into account its lexical features.

CHAPTER I
TERMS, THEIR STRUCTURAL-SEMANTIC AND FUNCTIONAL FEATURES

In this term paper, we will investigate the formation of terms, their structural and semantic features and assimilation, features of English psychological terminology, genre features of psychological texts, as well as ways of translating terms - transcoding, tracing and descriptive translation.

1.1 The concept of the term, its main features and characteristics

The word "term" comes from the Latin word terminus, which means "border, edge". According to the Dictionary of Foreign Language Words, terminology means "a section of vocabulary covering terms from various fields of knowledge." According to this dictionary, another definition of terminology is "a set of terms of some field of science, technique, art or all the terms of this language" [14]. Terminology comes from the same Latin word as the term.

In this context, it is worth paying attention to such scientific publications as, for example, the textbook "Terminology and translation", the compilers of which (L. P. Bilozerska, N. V. Voznenko, S. V. Radetska) directly note: "Problems of terminology are today among the most relevant issues of translation studies and linguistics" [2]. Equally important and relevant for ensuring the quality of the translation of special terminology is the study of the results of research by authoritative terminologists, in particular, V. Vynogradova, H. Vynokur, O. Smirnytskyi, who "study the process of term creation, fixing the term in the term system, identify the main mechanisms of nomination, carry out purposeful activities to achieve translation equivalence of terminological vocabulary, for establishment of correct cross-linguistic correspondences of terminological concepts at the national and international levels." [15].

Analysis of the works of leading Ukrainian scientists in the field of terminology, such as V.I. Karaban, R.Ya Dmytrasevich, A.S. Dyakov, T.R. Kyyak, A.Ya. Kovalenko. and others made it possible to determine that, in general, in the context of the formation of terms in the field of psychology, they can be classified according to the features of the syntactic structure (simple, derived, complex and word combinations), according to structural types (one-, two-, three- and multi-component terms), and by functional feature (specialized terms, professionalisms, jargonisms, slang), as well as commonly used terms (general scientific terms, terms of related fields of knowledge, terms of the psychological term system basic level).

Summarizing the research of many domestic scientists regarding of the main methods of term formation, leading Ukrainian philologists A. S. Dyakov, T. R. Kyyak, and 3. B. Kudelko note that the most common way of forming terms is using the potential of words already existing in the literary language by giving them new ones terminological meaning. They consider borrowing from other languages to be another common way of creating terms. Moreover, to increase the significance of the process of term formation, A. S. Dyakov, T. R. Kyyak, and 3. Kudelko.

B. in his monograph calls term formation "the coining of new term elements." In addition, they draw attention to another way of forming new terms - by inventing artificial words

Thus, they conclude that there are three main ways of forming new terms:

1. Use of internal language resources: a) coining derived words; b) giving existing words new meanings; c) building foundations; d) putting together phrases.

2. Direct borrowing of terminoelements: a) full borrowing (internal form together with external form); b) incomplete borrowing (only internal form).

3. Inventing artificial words." [24].

In recent decades, research on issues of formation (formation) and application of terms in connection with the spread of globalization has significantly intensified. This is explained by the important role played by terminology in view of the growing needs for standardization of various processes of modern life, which are constantly accelerating, and the connections between these processes are constantly expanding.

As noted by D. Furt, a well-known specialist in terminology and translation: "In order to achieve a unified designation and understanding of the essence and processes of the surrounding world, as well as to obtain maximum efficiency from the activities of specialists in the fields of science and production, the problems of unification and harmonization are being solved today terminology. The process of streamlining the scientific and technical space largely depends on overcoming language fragmentation in professional fields of knowledge, therefore, in linguistics, research aimed at overcoming language barriers in professional fields of activity is of primary importance" [17].

In the total volume of specialized publications and scientific studies on issues of terminology, the issue of psychological terminology occupies a not very large, but significant share. However, before proceeding directly to the consideration of the key issues of this term paper regarding lexical peculiarities of English psychological terminology, it is expedient to consider important general questions of peculiarities of psychological terminology, in particular, structural-semantic and functional peculiarities of terms. At the same time, with considering the specifics of psychological terminology, for a complete understanding of the peculiarities of its functioning, it is important to pay special attention to the formation of terms by borrowing foreign words and their assimilation.

It is also of interest in the context of the formation of terms and the study of genre features of psychological texts.

As mentioned above, many psychological terms, both in English and in Ukrainian, have a common origin from ancient languages - Greek, and especially Latin. Therefore, let's begin the consideration of the peculiarities of English psychological terminology by considering psychological terms of Latin origin.

As illustrative examples, let's take two short texts in English that contain terms of Latin origin.

Delirium, or acute confusional state, is an organically caused decline from a previously attained baseline level of cognitive function. It is typified by fluctuating

course, attentional deficits and generalized severe disorganization of behavior (delirium — madness, delusion).

Dementia, also known as senility, is a broad category of brain diseases that cause a long-term and often gradual decrease in the ability to think and remember that is great enough to affect a person's daily functioning (dementia — madness) [9].

In addition to the fact that the given examples are indicative and accordingly are used by researchers of psychological terminology [9], we observe that in the second example in English, the word dementia has in Ukrainian not only its own equivalent - madness, but also the same one borrowed from Latin - dementia.

It should be noted that in English psychological terminology borrowings are observed not only from Greek and Latin languages, but also from the French language (in particular, considering the historical period of Franco-Norman rule in England in the 11th-15th centuries), and also, even more so, from the German language. It is noteworthy that according to the results of our observations, the priority of borrowings in English psychological terminology from Greek and Latin languages is not in doubt, however, the role of borrowings in English psychological terminology from French and German languages is assessed differently by Ukrainian researchers for unknown reasons. In our opinion, this question may be of interest for further research beyond the scope of this work.

At the same time, specialists of the Kharkiv National Pedagogical School H. S. Skovoroda University, Doctor of Pedagogical Sciences, Professor Kostikova I.I., Candidate of Psychological Sciences Kuznetsov O.I. and candidate of psychological sciences Fomenko K. I. found that, in addition to foreign language borrowings, so-called neologisms and phraseology are also observed in English psychological terminology. They believe that "all English-language psychological terms and neologisms can be conditionally divided into the following groups":

1) psychological neologisms that make up names or reflect key concepts of modern psychological concepts and theories;

2) names of new psychological methods and technologies;

3) psychological qualities-neologisms [10].

According to the observations of these specialists, some psychological qualities (personal, emotional- volitional, cognitive) and other phenomena of mental reality that came into use in the 20th century, in particular, ambition (Latin ambitio), attitude (Late Latin aptitūdini-), banal (Fr. banal), depression (Latin depressio), catharsis (Old Greek κάθαρσις), communication (Late Latin communicabilis), conversion (Latin . conversio), pattern (lat. patrōnus), tolerant (lat. tolerāns) [10]. In contrast to the above-mentioned neologisms, the terms are phraseological units (an established turn of phrase, a stable combination of words that appears in the language as a single, indivisible and integral in the meaning of the expression; idiom.) [16] in English psychological terminology more reflect the original word-making of the English language.

For the classification of phraseological units recently, always use the classification of V.V. Vynogradova This classification is based on the degree of modification of the meaning of the word, taking into account the various stylistic and syntactic conditions of the formation of phraseological units. Examples of groups of phraseological units according to semantic ones are offered below classes according to the classification of V.V. Vinohradova:

"1) Splicing: Alzheimer's disease, ad hoc categories, Oedipal conflict, Parkinson disease, phi phenomenon, PQ4R method, P300 wave, Stanford-Binet test, etc.;

2) Unities: active phase, basic level, cognitive balance theory, double-blind procedure, fraternal twins, primary colors, semi-circular canals, tardive dyskinesia, transference neurosis, variable ratio schedule, etc.;

3) Combination: analytical psychology, empirical approach, cerebral hemisphere, free associations, identical twins, placebo effect, positive correlation, reciprocal altruism, school psychology, standard deviation, taste buds, etc." [20].

A significant contribution to the development of the classification of phraseological units of English psychological terminology was made by the outstanding American psychologist and sociolinguist L. Festinger (Leon Festinger), who introduced into use the phraseology Festinger's cognitive dissonance theory, widely known outside the psychological sphere [9].

According to the above-mentioned Kostikova I.I., Kuznetsova O.I. and Fomenko K.I., in the field of research on the structure and origin of modern Ukrainian psychological terminology, "structural, lexical, semantic, etymological features of English-language psychological terminology are insufficiently researched." [10]

Therefore, in view of the general ones indicated in the previous section features of professional terminology, to reveal a specific topic of features of English psychological terminology, it is also appropriate to consider its structural, semantic and functional features.

1.2 Parameters of psychological termilology, the notion of academic discourse and its components

The term "discourse" has long been established in science, and there is no need, it would seem, to justify the legality of its use. The use in areas with fundamentally different subjects of research has led to different interpretations of this term. Undoubtedly, the frequency of its use led to the fashion for discourse as a collective imitation of novelties, and they began to replace concepts and terms that had long been registered in linguistics. However, it should be noted that the discourse quite legitimately occupied a niche formed in terminology, received its own definition, and most importantly, allowed to expand the possibilities of linguistic analysis.

In modern linguistics, discourse is traditionally associated with such concepts as utterance, language, language activity, text, communicative situation, monologue, dialogue, which leads, on the one hand, to an understanding of what series of phenomena discourse belongs to, and on the other hand, creates a false impression of the identity of these phenomena.

Currently, the functional-communicative approach examines discourse as a fundamental form of everyday human practice and characterizes it as a complex communicative phenomenon that includes, in addition to the text, extralinguistic factors (knowledge of the world, thoughts, attitudes, goals of the addressee) necessary for understanding the text.

The definition of the term "discourse" causes significant difficulties due to the fact that it is in demand within a number of scientific disciplines, such as linguistics, anthropology, literary studies, ethnography, sociology, sociolinguistics, philosophy, psycholinguistics, cognitive psychology and some others. And quite directly, the ambiguity of the term "discourse" and its use in various fields of humanitarian knowledge form different approaches to the interpretation of the meaning and essence of this concept.

Even before the emergence of the modern theory of discourse, which began to fit into a separate branch of science only in the mid-60s of the 20th century, there were attempts to define this term. The most ancient meaning of the word discours originated in the French language and means dialogical language. Already in the 19th century, this term was polysemic: in Jacob Wilhelm Grimm's Dictionary of the German Language "Deutsches Worterbuch" of 1860, the following semantic parameters of the term "discourse" are listed: 1) dialogue, conversation; 2) speech, lecture. This approach was characteristic of the period when linguistics went beyond the study of isolated utterances (sentences) and moved to the analysis of the syntagmatic chain of utterances forming a text whose properties are completeness, integrity, coherence, etc. The interest in the study of the text was due to the desire to work out the language as a holistic means of communication, to study more deeply the relationship of the language with various aspects of human activity realized through the text.

From the very beginning, within the framework of studies that study the organization of the text of connected speech, there was a controversy related to the terminological definition of the object of research, as well as the field of linguistics itself, which studies the text. Initially, the term "text linguistics" appeared to many scientists, it seems not entirely successful, and in some linguistic works, the text of coherent speech is called a discourse. The polysemic nature of the term "discourse" is recorded in the "Short Dictionary of Text Linguistic Terms" by T.M. Nikolayeva: "Discourse is a multi-meaning term of text linguistics, which is used by a large number of authors in meanings that are almost homonymous. The most important of them are: 1) coherent text; 2) oral-conversational form of the text; 3) dialogue; 4) a group of

statements related to each other in terms of content; 5) speech work as a given - written or oral ».

Scientific (academic) discourse is a type of discursive activity verbalized in the text in the field of communication, speech interaction of representatives of the relevant social group/institute with the aim of realizing status-role opportunities within the limits set by this social institution, a component of the professional zone of professional discourse.

As a structural component of the specialized area of professional discourse, scientific discourse is characterized by creativity, truth, and professional value. It is characterized by other signs of professional discourse, such as: professional orientation, anthropocentrism, multidisciplinarity, disproportionality of the development of its individual parts, dialogicity, selectivity, closedness, non-cyclicality, didacticism, dynamism, linguistic normativity, stylistic stratification. It is customary to describe a specific type of discourse in terms of components, which include its chronotope, goals, values, strategies, material, varieties and genres, precedent texts, discursive formulas, participants.

The chronotope of scientific discourse is the scientific environment typical for dialogue, the library is the prototype place for written scientific discourse. The purpose of scientific communication is the process acquisition of new knowledge, which is presented in verbal form and conditioned by the communicative canons of scientific communication. The values of scientific discourse are revealed in its key concepts (truth, knowledge, research) and are reduced to the recognition of the knowability of the world, the necessity multiply knowledge and prove their objectivity, impartiality in the search for truth. The strategies of the scientific discourse are determined by its tasks: 1) to define the problem situation and single out the subject of research; 2) study the history of the issue; 3) to formulate the hypothesis and the purpose of the research.

The topic of scientific discourse covers a wide range of problems, which are divided into problems of humanities and natural sciences. The humanities are less formal and show a strong dependence of the object of knowledge on its subject. Discursive formulas are represented by peculiar turns of speech that are characteristic

of communication in the relevant institution. Such formulas connect all representatives of the scientific community. Striving for maximum accuracy in scientific discourse sometimes leads to excessive terminology and syntactic complexity of the text. Discursive formulas are concretized in cliches. The participants of the scientific discourse are the representatives of the scientific the public, while a characteristic feature of this discourse is the principled equality of participants in scientific communication in the sense that none of the researchers has a monopoly on the truth, but the infinity of knowledge forces every scientist to take a critical attitude both to other people's research and to his own discoveries.

The task of scientific discourse is to prove certain propositions, hypotheses, arguments, an accurate and systematic presentation of scientific problems in order to describe, define and explain the phenomena of nature and social life, to convey the sum of knowledge, to thoroughly present the results of research.

1.3 Structural and semantic features of terms, the term assimilation

Commenting on the state of modern domestic research on approaches to the classification of terms according to the peculiarities of their construction, the authors of the textbook "Terminology and Translation", L. P. Bilozerska, N. Voznenko, and S. V. Radetska point to the fact that there are several construction options. [2]. According to our observations, the most detailed version of the classification of terms according to the peculiarities of their construction is offered by A.S. Dyakov, T.R. Kiyak. and Kudelko Z.B. In his thorough and well-known study-monograph "Fundamentals of Terminology: Semantic and Sociolinguistic Aspects", which teachers of philological disciplines often used as reference material for their lectures, Dyakov A.S., Kiyak T.R. and Kudelko Z.B. propose to classify word-forming types of terms taking into account eight different features:

"A. Terms - root words:

1. native non-derived vocabulary (nose);

2. borrowed non-derived vocabulary (atom).

B. Derived vocabulary:

1. terms formed using a suffix (frog)

2. terms formed with the help of a prefix (rejection)

C. Terms-complex words (self-sufficiency).

D. Phrasal terms (computer)

E. Abbreviated terms (ROC – regional computing center)

F. Letter conventions (gamma radiation).

G. Symbols (signs) - for example, mathematical, chemical, astronomical and others. H. Nomenclature." [24].

In turn, A. Ya. Kovalenko divides all terms according to the peculiarities of their structure (word formation) into three general groups of terms - simple, complex, and compound terms:

"1) Simple words consisting of one word: circuit - ланцюг;

2) Complex, which consist of two words and are written together or with a hyphen: flywheel - маховик;

3) Phrasal terms consisting of several components: circuit breaker – автоматичний вимикач."

In addition to this general structuring of terms into three groups, A.Ya. Kovalenko suggests dividing the terms-phrases into three types:

"To the first type belong terms-phrases, components which are independent words that can be used separately and retain their meaning: brake – гальмо, gear – прилад.

The second type includes such terms-phrases, which have one component of a technical term, and the other component of a commonly used vocabulary. Components of this type can be two nouns, or a noun and an adjective.

The third type includes terms-phrases, both the components of which are words of commonly used vocabulary, and only the combination of these words is a term: line wire – провід під напругою. [8].

Moreover, A. Ya. Kovalenko believes that it is the second way of forming scientific and technical terms (terms-phrases, one of which is a technical term, and the other is a commonly used vocabulary) is more productive than, for example, the first, where two components are independent terms: back coupling – зворотній зв'язок.

Another common example is the classification of word-forming types of terms proposed by Superanska A.V., Podolska N.V. and Vasylieva N.V. They, like Kovalenko, divide the terms into three types, but with a greater emphasis on the multicomponent factor:

"Terms-words (they are expressed by a single word: embryo (ембріон), cement (цемент), concrete (бетон), graphite (графіт), rock (рок); valve, shim, resin).

Phrasal terms (among them: a) are free phrases (nuclear power plant (атомна електростанція, space visibility (космічна відкість), radar installations (радіолокаційні установки); shock wave (ударна хвиля), internal storage (внутрішня пам'ять), residual estate (залишкова нерухомість), shock lung (шокова легеня , etc.), where each of the components is a term that can enter into two-way communication; b) connected phrases, where the components taken in isolation may not be terms, but in combination they form a term-phrase: dead water (мертва вода), heavy water (важка вода), radioactive iodine (радіоактивний йод), thinking robot (мислячий робот); dead-wood (мертва деревина), star system (зоряна система) , live video (живе відео) , etc.).

Multi-component terms (such terms can be three-, four- or more component and they are presented in a much smaller number: open decay of radioactive elements, equations of motion of machines, obtaining radiation doses, steam reduction factor, page description language, light amplification by stimulated emission of radiation, abstract of record an appeal, very high-speed integrated circuit, etc.) [25]

In the context of the structural-semantic features of terms, all terminological systems are also characterized by the presence of highly specialized and commonly used or generally accepted terms. And in the context of functional features, it is obvious that different functional areas of application of terms are distinguished by the

dominance of special (specific) terms, patterns, slangs, etc., characteristic of this specific area (industry).

According to the above-mentioned Kostikova I.I., Kuznetsova O.I. and Fomenko K.I., in the field of research on the structure and origin of modern Ukrainian psychological terminology, "structural, lexical, semantic, etymological features of English-language psychological terminology are insufficiently researched." [10] Therefore, in view of the general features of professional terminology mentioned in the previous section, it is also appropriate to consider its structural, semantic and functional features in order to reveal the specific topic of the features of English psychological terminology.

In the context of the structural-semantic features of English psychological terminology, the well-known Ukrainian researcher, representative of the Ivan Franko National University of Lviv, Dmytrasevich R.Ya. followed the path of adapting to this area the approaches to classification proposed by A. S. Dyakov, T. R. Kyyak and Kudelko 3. B. He notes that: "Having adapted this classification of word-forming types of terms to the English-language terminology of legal psychology is divided into the following groups:

1. Terms - root words:

a) native non-derived vocabulary (law);

b) borrowed non-derived vocabulary (proof).

2. Derived vocabulary - terms formed by the affix method (hypersomnia, reinforcement).

3. Terms – complex words (lawbreaker).

4. Phrasal terms (abnormal behavior, memory enhancing techniques for investigative interviewing).

5. Abbreviated terms (SAD - seasonal affective disorder)." [21] It is important to note that Dmytrasevich R.Ya. offered not only a practical option for adapting the narrow sphere of English psychological terminology to general approaches in terminological classification, but also went further and suggested developing deeper existing approaches to classification English psychological terminology. In particular,

in several publications of the last decade, he strongly suggests developing the scientific idea of the "terminological field" of the Reformed O.O., which is considered as a certain a whole containing regular relationships between individual terminological concepts and groups of such concepts that belong to different levels of the hierarchy.

According to Dmytrasevich R.Ya., a more systematic application of such an approach will allow more effective research into English psychological terminology and the peculiarities of its use in the Ukrainian language. [22]

At the same time, the vast majority of studies on the peculiarities of English psychological terminology are usually limited to typical generalizations and the statement of well-known approaches to the analysis of structural and semantic features of the formation of English psychological terms. In addition, sometimes there are examples of thorough analysis.

For example, A.I. Budyansky, researching the creation of psychological terms by such basic methods as syntactic, semantic, and morphological, concludes that affixation prevails among word-forming processes in English-language psychological terminology (prefix, suffix, prefix-suffix methods of word formation), word formation and abbreviation. These are, in particular: - "Affixation. In particular, the use of suffixes of foreign origin: -ist, -tion, -er (-or), -ity (-ty), -ment, -age, -ism, etc. There is a persistent tendency to express general conceptual categories by similar means of word formation, which indicates a desire to provide terminology structural and linguistic systematicity. - Affixal derivation – prefixes of Latin origin, such as inter -, micro-, multi-, which are characteristic of the scientific style of speech, are widely used in the formation of terminology in the field of psychology, for example: interpersonal - interpersonal.

- Word composition - is also often used in the formation of English-language psychological terminology and includes complex words with a hyphen, which are translated using the prefix method of word formation or word combination, as well as complex words with affixes or derivatives, for the translation of which various translation transformations can be used, for example: compound words with a hyphen - selfconcept - self-realization, gold-standard - gold standard; complex words with

affixes (or derivations) – problem-laden – problematic, process-oriented – orientation towards the process itself.

- Abbreviation, i.e. shortening long language formulas and collapsing them into semantic unity. For example: PANAS-PA Psychometric Scale for Comparing Positive Human Emotions. [3]

It should be noted that in the field of professional terminology, the process of construction of terms occurs continuously during the functioning of terms in the relevant spheres of practical application. Recently, a systemic view of the functioning of terminological units has become widespread, which involves consideration of such functional characteristics of terms as normality, compactness, universality and internationality [27].

It is believed that terms in the Ukrainian language are mainly created by using the internal resources of the language. At the same time, although the direct borrowing of foreign language elements is not the main way of forming new terms, however, in order to ensure the effective functioning of terms in the context of the growth of communicative requirements on the part of the professional environment, the process of borrowing foreign words and their assimilation into the Ukrainian language occupies an important place.

In the fundamental study "Fundamentals of Terminology", its authors A. S. Dyakov, T. R. Kiyak and 3. B. Kudelko claim that "borrowing involves the adaptation of a foreign word to the phonetic and morphological features of the recipient language. Depending on this distinguish between full and partial assimilation. Full assimilation is a complete adaptation of the borrowed element to the peculiarities of the recipient language: to its phonetics (replacement of sounds not peculiar to the recipient language; transfer of stress, if the recipient language has a constant stress; rearrangement of syllables in the case of limited phonemic distribution and number of syllable types in the recipient language) and morphological (subordination to the system of conjugation to the conjugation of the recipient language) laws. With partial assimilation, some phonetic and grammatical features of the producer language are preserved. Thus, in the

Ukrainian language, some foreign words (radio, publicity, etc.) do not have a declension system.

Other direct borrowings preserve the uncharacteristic of Ukrainian phonetics vowel ascent (poet, cocoa, etc.). In English and German, single words of French origin have preserved nasal vowels, which are not characteristic of English phonetics. Preservation of the original spelling in borrowed words is also a manifestation of partial assimilation." [24].

Perhaps the most well-known modern and widely used example of terminological assimilation is the word photocopy from the name of the copying device founded in 1906 by the American firm Xerox. You can also find many well-known examples of terminological assimilation in the field of psychological terminology.

The study of the functional features of English psychological terminology revealed a rather limited number of thorough domestic publications in this field, compared to the fields of, for example, legal terminology, banking, medical, aviation, etc. Separate identified references to such well-known English-language authors as American psychologists

B. Skinner (Skinner B.F. "An Operational Analysis of Psychological Terms") and S. Leighland (Leighland S. "The Functional Analysis of Psychological Terms: In Defense of the Program" or "The Functional Analysis of Psychological Terms: The Symmetry Problem") are mostly general in nature. Find translations into Ukrainian of these popular publications on the issue of functional features of English psychological terminology, at sorry, failed.

Such a situation can probably be explained by the fact that the mentioned scientific publications were written by professional English-speaking psychologists, not philologists. In addition, these publications are interdisciplinary in their content, as they are on the border of psychology, philosophy and philology at the same time. In particular, this is evident from the following quote from S. Leigland's article: "psychologists, including behavior analysts, still debate the definitions of terms. In the present paper, I review Skinner's functional approach to language and describe ways in which behavior analysts have already applied it to traditional psychological terms. I

conclude by looking at other current terms in behavior analysis that engender some confusion and encourage behavior analysts to apply a functional analytic approach to their own verbal behavior." [30]

In the same way, much less thorough publications have been found regarding the functional features of English psychological terminology compared to the number and depth of research on the structural and semantic features of the formation of English psychological terminology. As an example of such a phenomenon, we can cite the publications of the above-mentioned Dmytrasevich R.Ya., who devoted many publications to the structural-semantic features of English legal psychological terminology, but he did research on the functional features of English legal terminology in the obviously more understandable field of newspaper journalism, and not in the field of psychology. [23].

On the other hand, given the limitations of research into the specifics of the functioning of the psychological terminology of the English language, it is certainly possible to consider existing research in areas of general medicine related to psychology. In particular, it is of interest professional research of Zastrezhnaya L.V. from the Lviv National Medical University named after Danylo Halytskyi, which, among other things, investigated the general features of the development in the process of functioning of the English medical terminology. First of all, to such features Zastrezhna L.V. refers to integration, internationalization, economy and the use of eponyms. In her opinion, "integration occurs due to the fact that medicine interacts with many other fields, in particular with biology, biochemistry, genetics, for example, biocurrent-biostrum, aglucon, genovariationtransgenation". At the same time, differentiation occurs, which "becomes possible due to the formation at the points of contact of new sciences with their own terminologies, such as histology, stomatology, traumatology, toxicology, etc."

As for internationalization, according to L.V. Zastrezhnaya she "is implemented through terms of Greek-Latin origin, for example, angiopneumography-angiopulmonography". And savings are achieved "by abbreviation, reduction by symbols, for example, M R I (magnetic resonance imaging)."

An important observation of Zastrezhnaya L.V. there is that in medical terminology occurs more often than in other spheres of activity the use of eponyms, "that is, the designation of a phenomenon (for example, a disease) by the name of the person who first discovered or described it, for example, Parkinson disease, Botkin disease. An obligatory component of the eponym term is its own name, which during translation into Ukrainian is usually transcribed or transliterated." She believes that "in some cases this leads to the use of two or more synonyms for the same concept. This is one of the reasons why terminological variability has become especially common in medicine. Most of the English medical eponyms terminology is subject to both orthographic and phonetic transformation, for example, Loeffler's disease - Meynert's commissure - Meynert's spike, that is, they adapt to the recipient language." [4] Regarding the functional features of the psychological ones.

A short but comprehensive look at the terminology of the English language was offered by A.I. Budyanskyi in his thesis on obtaining a master's degree at V. N. Karazin Kharkiv National University. In particular, in the context of the functional features of psychological terminology, he claims that in the structure of psychological terminology it is possible to distinguish two groups of terms: terms of wide use (terms of the basic level) and highly specialized psychological terms, which are different in their subject matter.

According to Budyansky A.I. according to the basic functional feature psychological terminology in both Ukrainian and English languages can be classified as follows:

- "general scientific terms that are used in various fields of knowledge and belong to the scientific style of speech in general, for example: criteria - criteria; intervention – intervention, problem – problem;

- terms of related fields of knowledge - psychological term system is at the junction of terminological systems of a number of sciences (psychology, biology, anatomy, philosophy, etc.) and includes a number of different disciplines (therapy, psychoanalysis, psychiatry, etc.). For example, hedonist - hedonist;

- is a term of philosophical science; reduced activation in the frontostriatal network – reduced frontostriatal activation of the brain cortex – belongs to the terminology of anatomical science;

- terms of the psychological terminology of the basic level, which are understandable to almost any person unfamiliar with psychology. For example: melancholic, personality. [3].

In particular, Budyansky A.I. believes that several stylistic and functional layers can be attributed to the highly specialized terms of English-language terminology in the field of psychology:

- "terms are the main part of special and professional vocabulary, its core, which constitutes the terminological lexicon; the main bearers of the names of objects and phenomena of special, professional activity, for example: social withdrawal – social self-isolation;

- professionalism, jargon and slang - professional slang can include the terms "role taking" - role approach, "safe space" - safe space, "the yellow peril" - yellow danger. [3].

Budyanskyi A.I. in his thesis. notes that "for the following strata can be distinguished as a functional feature within the limits of psychological terminology:

1. specialized vocabulary subclinical psychopaths – subclinical psychopaths; psychotic disorder - psychotic disorder;

2. industry vocabulary (legal terminology: crime scene – place crime; sociological: dichotomous variable – dichotomous variable);

3. general scientific vocabulary - criteria - criteria, data analysis - data analysis, investigate - investigate;

4. commonly used vocabulary – reason – reason, priority – priority, positive – positive. [3].

Worthy of attention is the important observation of A.I. Budyanskyi. that "the functional aspect of the study of psychological terminology has scientific and cognitive significance, since the properties of the term are qualitatively noticeable only when it functions in special texts or in the oral form of professional communication" [3].

However, even such a concise analysis is based on references to russian and Kazakh authors, not Ukrainian ones. Obviously, this testifies to the correctness of the conclusion of Kostikova I.I., Kuznetsova O.I. and Fomenko K.I. regarding the existence of the problem of insufficient study of English psychological terminology. In the same context of the problems of researching the functional features of English psychological terms, we consider it appropriate to draw attention to the problem of the lack of specialist research on the issue of the spread of terminology from the sphere of the spread of the so-called "popular psychology".

In our opinion, in the context of the peculiarities of the functioning of English psychological terms and their translation into Ukrainian, it is important to note that almost the entire array of terminological research in this field is devoted to the scientific genre of psychological terminology. Thus, the research discourse on the issues of both the peculiarities of the terminology in general and features of English psychological terminology and its translation turned out to be strictly limited by the framework of psychological science itself. As noted by the author of the educational and methodological manual "Scientific texts: specifics, preparation and presentation" Surmin Y.P. "psychological terminology is, in particular, the terminology of a scientific text, which, among other things, is characterized by such a feature as genre. That is, a psychological text can be of different types: an article, a dissertation, a monograph, a report, etc. [26]

At the same time, in the second half of the 20th century in the English-speaking countries of the West, primarily in the USA, the so-called popular psychology discourse was formed. It is characterized by the fact that it offers simplified views and texts on current psychological phenomena and, along with professional vocabulary, uses a significant amount of pseudo-psychological jargon.

Despite the skeptical attitude towards the phenomenon of "popular psychology" on the part of many professional psychologists and the critical attitude on the part of broad strata of intellectuals in the West, this trend has gained significant popularity and is gradually expanding not only through books, publications and reports in the mass media, on television and in the cinema . From the analysis information available to us

in Internet search engines, we can conclude that with the current popularization of electronic means of communication, the phenomenon of "popular psychology" with its specific array of English terminology is gaining further spread.

It should be noted that this phenomenon has not yet attracted due attention in domestic scientific research, although the jargon of "popular psychology" has already begun to penetrate us. For example, the term psychobabble, common in English-speaking countries, which in our country is spontaneously translated by the method of transcoding as "psychobabble" and is often used, especially among young people, as a swear word synonymous with a wide range of concepts associated with the term "arrogant nonsense". In the original, this slang expression - "psychobabble" - means writing or talking using jargon from psychiatry or psychotherapy without particular accuracy or relevance. [32]

1.4 Lexical and grammatical transformations in the tramslation of of terms in the professional language of psychology

Original Text

Introducing Psychology

Psychology is the scientific study of mind and behavior. The word "psychology" comes from the Greek words "psyche," meaning life, and "logos," meaning explanation. Psychology is a popular major for students, a popular topic in the public media, and a part of our everyday lives. Television shows such as Dr. Phil feature psychologists who provide personal advice to those with personal or family difficulties. Crime dramas such as CSI, Lie to Me, and others feature the work of forensic psychologists who use psychological principles to help solve crimes. And many people have direct knowledge about psychology because they have visited psychologists, for instance, school counselors, family therapists, and religious, marriage, or bereavement counselors.

Because we are frequently exposed to the work of psychologists in our everyday lives, we all have an idea about what psychology is and what psychologists do. In many ways I am sure that your conceptions are correct. Psychologists do work in forensic fields, and they do provide counseling and therapy for people in distress. But there are

hundreds of thousands of psychologists in the world, and most of them work in other places, doing work that you are probably not aware of.

Most psychologists work in research laboratories, hospitals, and other field settings where they study the behavior of humans and animals. For instance, my colleagues in the Psychology Department at the University of Maryland study such diverse topics as anxiety in children, the interpretation of dreams, the effects of caffeine on thinking, how birds recognize each other, how praying mantises hear, how people from different cultures react differently in negotiation, and the factors that lead people to engage in terrorism. Other psychologists study such topics as alcohol and drug addiction, memory, emotion, hypnosis, love, what makes people aggressive or helpful, and the psychologies of politics, prejudice, culture, and religion. Psychologists also work in schools and businesses, and they use a variety of methods, including observation, questionnaires, interviews, and laboratory studies, to help them understand behavior.

Despite the differences in their interests, areas of study, and approaches, all psychologists have one thing in common: They rely on scientific methods. Research psychologists use scientific methods to create new knowledge about the causes of behavior, whereas psychologistpractitioners, such as clinical, counseling, industrial-organizational, and school psychologists, use existing research to enhance the everyday life of others. The science of psychology is important for both researchers and practitioners.

In a sense all humans are scientists. We all have an interest in asking and answering questions about our world. We want to know why things happen, when and if they are likely to happen again, and how to reproduce or change them. Such knowledge enables us to predict our own behavior and that of others. We may even collect data (i.e., any information collected through formal observation or measurement) to aid us in this undertaking. It has been argued that people are "everyday scientists" who conduct research projects to answer questions about behavior (Nisbett & Ross, 1980). [1] When we perform poorly on an important test, we try to understand what caused our failure to remember or understand the material

and what might help us do better the next time. When our good friends Monisha and Charlie break up, despite the fact that they appeared to have a relationship made in heaven, we try to determine what happened. When we contemplate the rise of terrorist acts around the world, we try to investigate the causes of this problem by looking at the terrorists themselves, the situation around them, and others' responses to them.

Translation

Вступ до психології

Психологія - це наука, що вивчає психіку та поведінку людини. Слово "психологія" походить від грецьких слів "psyche", що означає життя, і "logos", що означає пояснення. Психологія є популярною спеціальністю для студентів, популярною темою в засобах масової інформації та частиною нашого повсякденного життя. Телевізійні шоу, такі як "Доктор Філ", показують психологів, які надають особисті поради тим, хто має особисті чи сімейні труднощі. Кримінальні драми, такі як "CSI", "Збреши мені" та інші, показують роботу судових психологів, які використовують психологічні принципи для розкриття злочинів. Багато людей мають безпосередні знання про психологію, бо відвідували психологів, наприклад, шкільних консультантів, сімейних терапевтів, а також релігійних, шлюбних консультантів чи консультантів з питань тяжкої втрати.

Оскільки ми часто стикаємося з роботою психологів у повсякденному житті, ми всі маємо уявлення про те, що таке психологія і чим займаються психологи. Багато в чому я впевнений, що ваші уявлення правильні. Психологи працюють у судово-медичній сфері, вони надають консультації та терапію людям, які потрапили у скрутне становище. Але у світі сотні тисяч психологів, і більшість з них працюють в інших місцях, виконуючи роботу, про яку ви, ймовірно, не знаєте.

Більшість психологів працюють у дослідницьких лабораторіях, лікарнях та інших польових умовах, де вони вивчають поведінку людей і тварин. Наприклад, мої колеги на факультеті психології Університету Меріленду вивчають такі різноманітні теми, як тривожність у дітей, тлумачення снів, вплив кофеїну на

мислення, як птахи впізнають одне одного, як чують богомоли, як люди з різних культур по-різному реагують на переговори, а також фактори, які спонукають людей до тероризму. Інші психологи вивчають такі теми, як алкогольна та наркотична залежність, пам'ять, емоції, гіпноз, кохання, що робить людей агресивними чи доброзичливими, а також психологію політики, забобонів, культури та релігії. Психологи також працюють у школах і на підприємствах, і вони використовують різноманітні методи, включаючи спостереження, анкетування, інтерв'ю та лабораторні дослідження, щоб допомогти їм зрозуміти поведінку.

Незважаючи на відмінності в їхніх інтересах, сферах дослідження та підходах, всі психологи мають одну спільну рису: вони покладаються на наукові методи. Психологи-дослідники використовують наукові методи для створення нових знань про причини поведінки, тоді як психологи-практики, такі як клінічні, консультативні, індустріально-організаційні та шкільні психологи, використовують існуючі дослідження для покращення повсякденного життя інших людей. Психологічна наука важлива як для дослідників, так і для практиків.

У певному сенсі всі люди є науковцями. Ми всі зацікавлені в тому, щоб ставити запитання про наш світ і відповідати на них. Ми хочемо знати, чому речі відбуваються, коли і чи можуть вони повторитися, а також як їх відтворити або змінити. Такі знання дають нам змогу прогнозувати власну поведінку та поведінку інших. Ми навіть можемо збирати дані (тобто будь-яку інформацію, зібрану шляхом формального спостереження або вимірювання), щоб допомогти нам у цьому. Існує думка, що люди є "повсякденними вченими", які проводять дослідницькі проекти, щоб відповісти на питання про поведінку (Nisbett & Ross, 1980). [1] Коли ми погано виконуємо важливий тест, ми намагаємося зрозуміти, що стало причиною того, що ми не змогли запам'ятати або зрозуміти матеріал, і що могло б допомогти нам краще виконати його наступного разу. Коли наші добрі друзі Моніша і Чарлі розлучаються, незважаючи на те, що їхні стосунки, здавалося, були укладені на небесах, ми намагаємося визначити, що сталося.

Коли ми роздумуємо над зростанням кількості терористичних актів по всьому світу, ми намагаємося дослідити причини цієї проблеми, дивлячись на самих терористів, ситуацію навколо них і реакцію інших людей на них.

Analysis

1. The text under analysis headlined **«Introducing Psychology»** belongs to expository type. It is of medical and scientific and medical discourse.

2. The text was taken from https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf The text is aimed at the reader interested in the study of the psycological field, which is evident from the presence of a large amount of psycological terminology and explanations of its main chacarteristics. The purpose of the text information is to convey to the reader all the necessary information about the psycology, its main characteristics.

3. 1) Structural level of the text is ensured by lexical and semantic cohesion.

A. Lexical cohesion is implemented by repetition links, which are:

- simple lexical repetition : psychology-psychology, popular-popular, personal-personal, psychologists-psychologists, family -family , people-people, work-work, behavior-behavior.

- complex lexical repetition : Psychology-psychological, crimes-crime, life-lives, researchers-research, human-humans,terrorists –terrorist, meaning- meaning

- simple paraphrase : people-humans, research-study

- complex paraphrase:cause-solve

- substitution : people -they, psychologists-they

B. Grammatical cohesion and syntactical structure is ensured by sequence of tenses.

C. Compound and complex sentences, as well as the use of conjunctions and prepositions, ensure grammatical cohesion.

4. Stylistic characteristics of the text are:

1) Strong positions of the text are the first sentences in paragraphs on which the following sentences depend, for example:

In a sense all humans are scientists. We all have an interest in asking and

answering questions about our world. We want to know why things happen, when and if they are likely to happen again, and how to reproduce or change them. . Crime dramas such as CSI, Lie to Me, and others feature the work of forensic psychologists who use psychological principles to help solve crimes.

2) Weak positions are sentences that depend on strong positions in the text:

Such knowledge enables us to predict our own behavior and that of others. And many people have direct knowledge about psychology because they have visited psychologists, for instance, school counselors, family therapists, and religious, marriage, or bereavement counselors.

3) Tropes: scientific, popular , public, psychological, forensic, aggressive , helpful, good

4) The author used special vocabulary, that is psycology, treatment, behavior, scientists, research, study

5. Basic transformations:

Transliteration- Television shows such as Dr. Phil feature psychologists who provide personal advice to those with personal or family difficulties.- Телевізійні шоу, такі як "Доктор Філ", показують психологів, які надають особисті поради тим, хто має особисті чи сімейні труднощі.

Crime dramas such as CSI, Lie to Me, and others feature the work of forensic psychologists who use psychological principles to help solve crimes.- Кримінальні драми, такі як "CSI", "Збреши мені" та інші, показують роботу судових психологів, які використовують психологічні принципи для розкриття злочинів.

For instance, my colleagues in the Psychology Department at the University of Maryland study such diverse topics as anxiety in children, the interpretation of dreams, the effects of caffeine on thinking, how birds recognize each other, how praying mantises hear, how people from different cultures react differently in negotiation, and the factors that lead people to engage in terrorism.- Наприклад, мої колеги на факультеті психології Університету Меріленду вивчають такі різноманітні теми, як тривожність у дітей, тлумачення снів, вплив кофеїну на мислення, як птахи впізнають одне одного, як чують богомоли, як люди з різних культур по-різному

реагують на переговори, а також фактори, які спонукають людей до тероризму.

Transposition- Research psychologists use scientific methods to create new knowledge about the causes of behavior, whereas psychologistpractitioners, such as clinical, counseling, industrial-organizational, and school psychologists, use existing research to enhance the everyday life of others.- Психологи-дослідники використовують наукові методи для створення нових знань про причини поведінки, тоді як психологи-практики, такі як клінічні, консультативні, індустріально-організаційні та шкільні психологи, використовують існуючі дослідження для покращення повсякденного життя інших людей. Психологічна наука важлива як для дослідників, так і для практиків.

We all have an interest in asking and answering questions about our world.- Ми всі зацікавлені в тому, щоб ставити запитання про наш світ і відповідати на них.

Addition- Psychology is the scientific study of mind and behavior.- Психологія - це наука, що вивчає психіку та поведінку людини.

Such knowledge enables us to predict our own behavior and that of others.- Такі знання дають нам змогу прогнозувати власну поведінку та поведінку інших.

When we contemplate the rise of terrorist acts around the world, we try to investigate the causes of this problem by looking at the terrorists themselves, the situation around them, and others' responses to them.- Коли ми роздумуємо над зростанням кількості терористичних актів по всьому світу, ми намагаємося дослідити причини цієї проблеми, дивлячись на самих терористів, ситуацію навколо них і реакцію інших людей на них.

Modulation- And many people have direct knowledge about psychology because they have visited psychologists, for instance, school counselors, family therapists, and religious, marriage, or bereavement counselors.- Багато людей мають безпосередні знання про психологію, бо відвідували психологів, наприклад, шкільних консультантів, сімейних терапевтів, а також релігійних, шлюбних консультантів чи консультантів з питань тяжкої втрати.

Literal translation- Psychology is a popular major for students, a popular topic in the public media, and a part of our everyday lives.- Психологія є популярною

спеціальністю для студентів, популярною темою в засобах масової інформації та частиною нашого повсякденного життя.

Because we are frequently exposed to the work of psychologists in our everyday lives, we all have an idea about what psychology is and what psychologists do.- Оскільки ми часто стикаємося з роботою психологів у повсякденному житті, ми всі маємо уявлення про те, що таке психологія і чим займаються психологи.

Conclusions to Chapter I

There are generally accepted views on the ways of forming terms, in particular, by using the internal resources of the language, by borrowing terms and by inventing artificial words. In domestic terminology, this issue has been thoroughly worked out today.

There are also several generally similar, but slightly different approaches to the classification of terms according to their construction, depending on structural-semantic features. This testifies to the fact that approaches that have not yet been determined and not agreed upon can make it difficult to a certain extent to communicate both in the scientific and educational spheres, and, accordingly, lead to complications in understanding certain aspects of qualifying terms, especially in the educational process.

Along with this, the research confirmed that the substantive differences in the forms of activity inherent in each individual professional field determine the functional features of the terms of the corresponding functional field. In particular, terms from the field of psychology are often formed by assimilating foreign, in particular, English terms.

CHAPTER 2

SEMANTIC AND STRUCTURAL FEATURES OF TRANSLATION OF TERMS IN THE PROFESSIONAL LANGUAGE OF PSYCOLOGY (BASED ON THE MATERIAL OF ENGLISH AND UKRAINIAN)

2.1 Basic principles of translation of terms in the professional language of psychology

Analyzing the results of the research of many scientists and linguists on the translation of terminology and psychology, the following main structural methods of term formation can be distinguished:

- semantic, which is based on the use as a term of a word or phrase borrowed from the common language;

- morphological, characterized by the creation of a new term through the use of affixes;

- morphological-syntactic involves word composition, that is, the creation of a new term by combining the bases of words;

- syntactic, which consists of the formation of terminological combinations;

- the formation of abbreviations, that is, the creation of a new term by shortening the bases of words.

Referring to research, the syntactic method is recognized as the most productive method of structural term formation, which consists in transforming ordinary free word combinations into complex "word equivalents". Through this method, "60% - 95% of the composition of the various researched terminologies of European languages is formed, which indicates the predominance of terminological phrases (compound terms) over single-word terms as a characteristic feature of modern terminology." One-component terms that express simple concepts play a major role in the formation of any term system. Simple terms mean single-word terms formed by morphological and semantic methods.

So, from the selected 25 examples in Ukrainian and 25 examples in English of psychological terms, simple terms include:

laboratory-лабораторний (A1: 7), experiment -експеримент (A1: 7),

memories-спогади(A1:8), mind-розум (A1: 8), psychologists-психологи (A1: 8),scientific-науковий(A1: 9), study-дослідження(A1: 9), behavior-поведінка (A1: 9), patients-пацієнти (A1: 10), symptoms-симптоми(A1:10), medication-ліки (A1: 11), diagnosis-діагноз (A1:11), remission-ремісія(A1:11),illness-захворювання (A1:12), curable-виліковний(A1:12), disorders-розлади (A1:14), pathological-патологічний (A1: 15), disability-інвалідність (A1:17), depression-депресія (A1: 18), suicides-самогубства (A1:18),affect-вражати/впливати (A1: 21), isolation-ізоляція (A1: 23), flashbacks-спогади ,(A1: 23), irritability-дратівливість(A1: 23),numbness-оніміння(A1: 23), професіоналізація -professionalization(A2:2), особистість-personality (A2:3), вигорання-burnout(A2:3), деформація-deformation (A2:4), темперамент- temperament (A2:5),психіка-psyche (A2:5),сангвінік-sanguine (A2:6), флегматик-phlegmatic(A2:6), холерик-choleric(A2:6),меланхолік-melancholic(A2:6),гештальт gestalt(A2:7),когнітивний-cognitive(A2:8),свідомість- consciousness(A2:8), практична психологія-practical psychology(A2:10),практикуючий (практичний) психолог-practicing (practical) psychologist(A2:10), індивід-individual(A2:12), маніпулювання -manipulation (A2: 21), 23. тривожність-anxiety(A2:23), шизофренія-schizophrenia (A2:24).

Affixation is a method of word formation by which new words are created by adding word-forming affixes, i.e. prefixes and suffixes, to the bases of various parts of the language. With the development of science, it is increasingly necessary to specify the concept, due to this, the components in the term increase. The vocabulary of the English language is in a state of constant replenishment, and morphological methods, such as affixation, make a dominant contribution to the enrichment of the vocabulary of the English language at the current stage of its development.

Of the 50 selected examples of terms, the following units are prefixed, namely: *de-pression(A1:16), inter-national(A1:17), de-pressive (A1:17), dis-order(A1:17),dis-ability(A1:17).*

suffixes:

psycholog-ist(A1:8), scientif-ic(A1:9), proc-ess (A1:9), behavi-or (A1:9), feel-

ing (A1:15),hopeless-ness(A1:15), negative-ly (A1:15), soci-al(A1:15), domest-ic(A1:15),function-ing(A1:15),reac-tion(A1:15),pathologic-al (A1:15), depres-sion (A1:16), emotion-al dysregula-tion (A1:22),Child-hood (A1:22), famili-ar(A1:23),anxie-ty(A1:23),irritabili-ty(A1:23),numb-ness(A1:23), isola-tion(A1:23), neurodiverg-ent(A1:24),potential-ly(A1:24).

The given examples clearly show the fact that the suffix method of term formation is three times more popular and effective than the prefix method.
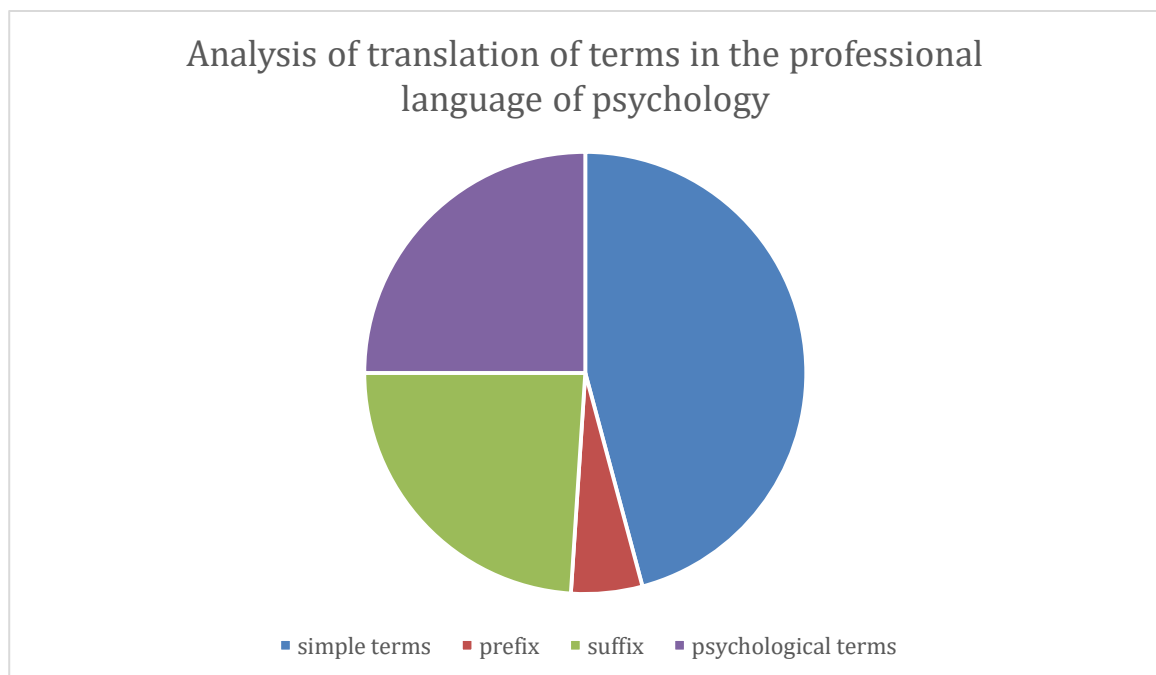
Most of the complex words appeared on the basis of word combinations, but some of them are formed by adding root bases by analogy with already existing complex terms. A complex term is formed from the bases of terms that are among themselves in certain structural and semantic relations, similar to similar relations of linguistic formations of phrases or sentences.

The structural-semantic relations between the components of a complex word represent a peculiar variant of the semantic-structural relations of words in a phrase. But the sign of the subject, phenomenon is manifested in different ways marking the subject with a complex word and phrase. These types of compound words are similar in structure to word combinations, as they consist of a combination of whole words. Regardless of their form, complex terms retain their semantic form. The main semantic load in complex words is placed on the second, last element of the word, and the semantic connection between the meanings of the two elements is a subordinate semantic connection. All complex words can be explained from the point of view of the syntactic relations underlying them.

Next, it is necessary to consider complex psychological terms in the field of translation studies. From the selected 50 examples, the terms include the following:

mental health-психічне здоров'я (A1:1),psychopathology-психопатологія(A1:1), automaticity-автоматизм(A1:8), mental process -розумові процеси(A1:9), psychotropic medication -психотропні ліки (A1:11), mental illness -психічне захворювання (A1:12), curable illness-виліковна хвороба (A1:12),psychological disorders -психологічні розлади (A1:14),depressed mood -депресивний настрій (A1:19), childhood PTSD -дитячий ПТСР(A1:20), emotional

dysregulation -емоційна дисрегуляція (A1:22),nervous system -нервова система(A1:22),регресивна стадія професійного розвитку-regressive stage of professional development (A2:3), професійна деформація -professional deformation (A2:4), темперамент-temperament (A2:5),гештальтпсихологія-Gestalt psychology (A2:7), когнітивна психологія -cognitive psychology (A2:8), біхевіоризм-behaviorism (A2:8), прикладна психологія -applied psychology (A2:9), практична психологія-- practical psychology(A2:10),індивід -individual(A2:12), сензитивні періоди -sensitive periods (A2:14), шизофренія-schizophrenia (A2:24),«Я» (ego) -"I" (ego) (A2:25).

Analysis of translation of terms in the professional language of psychology

■ simple terms ■ prefix ■ suffix ■ psychological terms

The translation of terms has a number of problems. It should be remembered that terms are not translated from one language to another as ordinary words. The optimal way to translate terms is: "concept - Ukrainian term", and not "term in another language - Ukrainian term", from which language the translation would take place. That is, the search for a corresponding term begins with an analysis of the properties of a new concept. It is quite possible that one of the properties "suggests" a different name for this concept than it has in the language from which the translation is carried out. If the concept is based on its most important property or a successful comparison, then in other languages these features will be taken as defining.

In such cases, the translation of the term turns into the translation of an ordinary

word, which is the simplest way of choosing a native name for a certain scientific concept.

Regardless of the translator's proficiency in both languages, the extent of his background knowledge, he will one way or another encounter the unexpected in the original text, which may be linguistic or extralinguistic realities. Taking this into account, the translator needs to know and be able to use (in addition to dictionaries) various encyclopedic references, as well as the Internet, which is widespread throughout the world.

In this chapter during our investigation of 50 examples of psycological terminology we have found 44 simple terms, 5 terms with prefixes and 23 terms with suffixes. We have found 24 exapmles of psychological terms. The simple terms are 88%, terms with prefixes are 10%, terms with suffixes are 46%, psychological terms are 48%. The given examples clearly show the fact that the suffix method of term formation is three times more popular and effective than the prefix method.

2.2 Ways of translation of terms in the professional language of psychology (based on the material of English and Ukrainian)

The translation of terminology is carried out by various methods, namely with the help of such interlanguage transformations as: lexical, lexical-semantic and lexical-grammatical. The translator's task is to correctly choose one or another technique during the translation process in order to convey the meaning of any term as accurately as possible.

In our research, we found the following lexical transformations:

Transliteration:

- According to the International Global Burden of Disease study, Major Depressive Disorder (MDD), is the 3rd leading cause of the years lived with disability, YLDs.- Згідно з міжнародним дослідженням глобального тягаря хвороб, Великий депресивний розлад (ДР) є третьою основною причиною років, прожитих з

інвалідністю, YLDs.

- Гештальтпсихологія виникла на початку 20 століття в Німеччині. Її засновниками були Макс Вертгеймер (1880-1943), Курт Коффка (1886-1967), Вольфганг Келер (1887-1967). Назва цього напряму походить від слова «гештальт» (нім. Gestalt - форма, образ, структура). Психіка, вважали представники цього напряму, повинна вивчатися з точки зору цілісних структур (гештальтів).- Gestalt psychology arose at the beginning of the 20th century in Germany. Its founders were Max Wertheimer (1880-1943), Kurt Koffka (1886-1967), Wolfgang Köhler (1887-1967). The name of this direction comes from the word "gestalt" (German Gestalt - form, image, structure). Psyche, the representatives of this direction believed, should be studied from the point of view of integral structures (gestalts). (A2:7)

- Когнітивна психологія (Дж. Келлі, Д. Міллер, У. Найссер) виникає у 60- ті роки 20-го століття в протистояння біхевіоризму. Вона повернула в предмет психології суб'єктивний аспект. Когнітивна психологія - психологія пізнання, де пізнання - основа свідомості. Назва цього напряму походить від латинського слова cognitio - знання, пізнання.- Cognitive psychology (J. Kelly, D. Miller, U. Neisser) arose in the 60s of the 20th century in opposition to behaviorism. She returned the subjective aspect to the subject of psychology. Cognitive psychology is the psychology of cognition, where cognition is the basis of consciousness. The name of this direction comes from the Latin word cognitio - knowledge, cognition. (A2:8)

In our study, we identified the following **grammatical transformations**:

Transposition:

- And increasingly, we understand that there's a huge number of people who, at some moment in their life or another, struggle with some aspect of mental health.- І все більше ми розуміємо, що є величезна

кількість людей, які в певний момент свого життя борються з тим чи іншим аспектом психічного здоров'я.(A1:2)

- And so for every dimension of being a human being that we'll talk about, we'll also talk about what we understand currently from the neurological and neuroscientific literature about how the human brain supports and contributes to different aspects of being a person.- І тому для кожного аспекту буття людини, про який ми будемо говорити, ми також будемо говорити про те, що ми зараз розуміємо з неврологічної та нейронаукової літератури про те, як людський мозок підтримує різні аспекти буття особистості та сприяє їм.(A1:3)

- It viewed mental illness as an irreversible condition, almost like a personality trait, rather than a curable illness.- Він розглядав психічне захворювання як незворотний стан, майже як рису особистості, а не як виліковну хворобу. (A1:12)

- How symptoms are diagnosed and what biological and environmental causes may be at work.- Як діагностуються симптоми та які біологічні та екологічні причини можуть діяти. (A1:13)

- Mental health clinicians think of psychological disorders as deviant, distressful, and dysfunctional patterns of thoughts, feelings, or behaviors.- Клініцисти з питань психічного здоров'я розглядають психологічні розлади як девіантні, тривожні та дисфункціональні моделі думок, почуттів або поведінки. (A1:14)

- Attention memory or focus: these are symptoms that affect a lot of people but they're also common adult symptoms of complex ptsd and by the way complex ptsd is the kind that comes from chronic exposure to intense stress over time and this could happen at any age but most cases begin in childhood.- Увага, пам'ять або зосередженість: це симптоми, які вражають багатьох людей, але вони також є поширеними симптомами складного посттравматичних розладів у дорослих, і, до

речі, складні посттравматичні розлади виникають внаслідок хронічного впливу сильного стресу з плином часу, і це може статися будь-коли віку, але більшість випадків починається в дитинстві. (A1:21)

- In the abusive family system is essentially like one long gaslighting experience.- У насильницькій сімейній системі це, по суті, як один тривалий досвід газлайтингу. (A1:25)

- «Я-концепція» розглядається як соціально-психологічний феномен, під яким розуміють складний зіставлений образ, що містить у собі сукупність уявлення особистості про саму себе разом з емоційно-оціночними компонентами таких уявлень.- "Self-concept" is considered as a socio-psychological phenomenon, which is understood as a complex juxtaposed image, which contains the totality of the individual's ideas about himself together with the emotional and evaluative components of such ideas. (A2:1)

- Прихильники даної концепції процес формування особистості професіонала назвали професіоналізацією. Професіоналізація розпочинається з моменту вибору професії та продовжується протягом усього трудового життя.- Proponents of this concept called the process of professional personality formation as professionalization. Professionalization begins from the moment of choosing a profession and continues throughout one's working life. (A2:2)

- Регресивна стадія професійного розвитку – це негативний вплив процесії на особистість. Наслідки такого впливу можуть призвести до так званого стану психічного вигорання, що характеризується емоційною спустошеністю та втомою від роботи, цинічним ставленням до своєї праці, відчуттям відсутності будь-якого успіху.- The regressive stage of professional development is a negative influence of the procession on the personality. The consequences

of such an influence can lead to the so-called state of mental burnout, which is characterized by emotional devastation and fatigue from work, a cynical attitude to one's work, a feeling of lack of any success. (A1:4)

- На перетині з нейрофізіологією існує спеціальна галузь дослідження психофізіологія, головною проблемою якої є причинне пояснення психічних явищ через діяльність нейрофізіологічних механізмів.- There is a special field at the intersection with neurophysiology research psychophysiology, the main problem of which is the causal explanation of mental phenomena through the activity of neurophysiological mechanisms. (A2:18)

Omission:

- And increasingly, we understand that there's a huge number of people who, at some moment in their life or another, struggle with some aspect of mental health.- І все більше ми розуміємо, що є величезна кількість людей, які в певний момент свого життя борються з тим чи іншим аспектом психічного здоров'я.(A1:2)

Addition:

- They were forced to take psychotropic medication (which they sneakily spit out) and were eventually discharged with a diagnosis of paranoid schizophrenia in remission.- Їх змушували приймати психотропні ліки (які вони підступно випльовували) і зрештою виписали з діагнозом параноїдна шизофренія в стадії ремісії. (A1:11)

Modulation:

- How symptoms are diagnosed and what biological and environmental causes may be at work.- Як діагностуються симптоми та які біологічні та екологічні причини можуть на них діяти. (A1:13)

- Ще один прояв регресивної стадії професійного розвитку – професійна деформація – формування негативних рис

особистості під впливом професії.- Another manifestation of the regressive stage of professional development is professional deformation - the formation of negative personality traits under the influence of the profession. (A2:4)

Literal translation:

- We'll talk about how we perceive the world; how we see; especially, a little bit, how we hear; how we think; social interaction, how we behave in groups and think about other people; and variation in the mental health or psychopathology.- Ми поговоримо про те, як ми сприймаємо світ; як ми бачимо; особливо, трохи, як чуємо; як ми думаємо; соціальна взаємодія, як ми поводимося в групах і думаємо про інших людей; і зміни в психічному здоров'ї або психопатології.(A1:1)

- So now, you had four brave students demonstrating some of the limits and properties of memory.- Отже, у вас було четверо відважних студентів, які продемонстрували деякі обмеження та властивості пам'яті(A1:6)
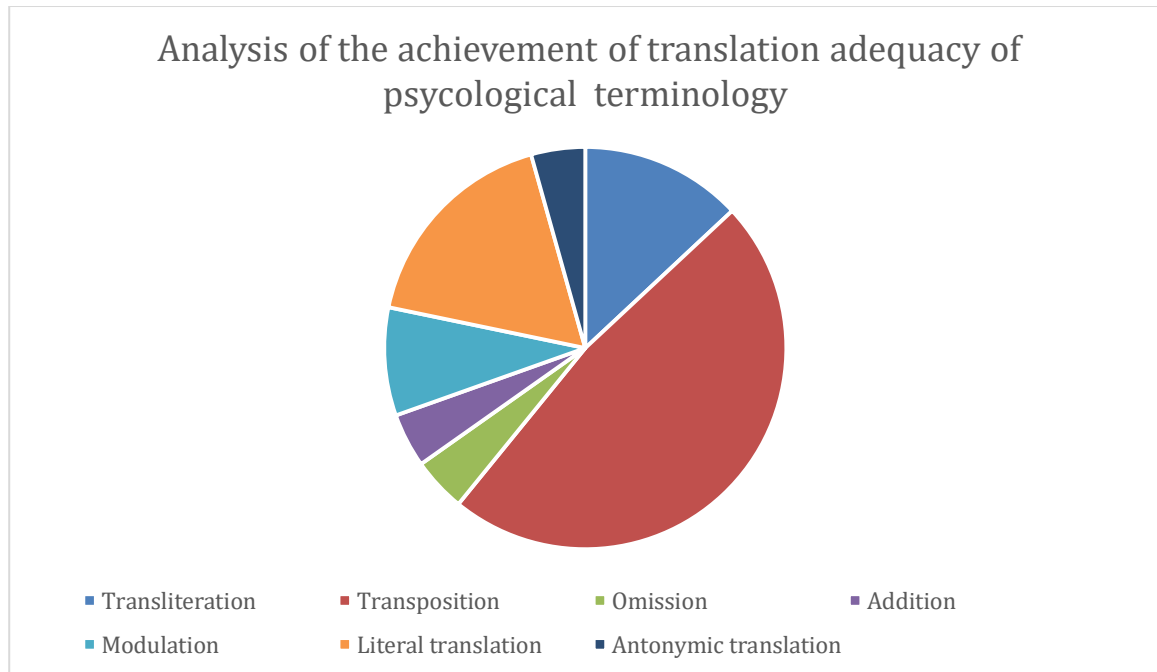
- This is a laboratory experiment that's been the testing ground for lots of ideas about how we make real memories and how we end up with false memories.- Це лабораторний експеримент, який став випробувальним полігоном для багатьох ідей про те, як ми створюємо справжні спогади та як ми отримуємо помилкові спогади. (A1:7)

- Темперамент – індивідуально-психологічна особливість людини, що фіксує динамічні прояви її психіки.- Temperament is an individual psychological feature of a person that records the dynamic manifestations of his psyche. (A2:5)

Antonymic translation:

- We can pay attention to a limited number of things at a time.-

Ми не можемо звернути увагу на велику кількість речей одночасно.

Analysis of the achievement of translation adequacy of psycological terminology

- Transliteration
- Transposition
- Omission
- Addition
- Modulation
- Literal translation
- Antonymic translation

In this chapter during our translation of 50 examples of psycological terminology we have found 3 examples of using of transliteration, 11-transposition, 1-omission, 1-addition, 2-modulation, 4-literal translation, 1-antonymic translation The transliteration is 6%, transposition is 22%, omission is 2%, addition is 2%, modulation is 4%, literal translation is 8% , antonymic translation is 2% .The given examples clearly show the fact that the using of transposition is more popular than other lexical and grammatical transformations as this type of texts contain a lot of scientific information and professional terms, the translator cannot use addition or omission as he/she can lose some important information.

CONCLUSIONS

The processes of globalization and integration into international structures, in which our state participates, are directly related to the intensification of communication in many professional spheres. This leads to the borrowing and active participation of

foreign words, mainly from English, in the term systems of the modern Ukrainian language, in particular, in the term system psychology.

Therefore, the speed and accuracy of familiarization with foreign professional texts and their mastering by our scientists, teachers and practitioners in the field of psychology and related fields directly depends on the quality of the translation. To ensure such quality, it is definitely necessary to study and learn the general issues of the formation and functioning of terms, and especially the lexical features of English psychological terminology, the study of which was devoted to this course work.

The conducted research highlighted a number of issues and problems. First of all, the issue of formation, structural-semantic and functional features of terms in general and the origin of English psychological terminology in particular is clarified. The corresponding conclusions testify to the existence of a deep study of these issues in the domestic terminological lexicography. In particular, during the research it was found out that there are in Ukraine generally accepted views on ways of forming terms. There are also several generally similar, but slightly different approaches to the classification of terms according to their construction, depending on structural and semantic features. At the same time, the substantive differences inherent in each individual professional field determine the functional features of the terms relevant functional area. Terms from the field of psychology are often formed by assimilating foreign, in particular, English terms.

At the same time, the study of the structural-semantic and functional features of English psychological terminology showed that, on the one hand, much attention is paid to the structural issues of relevant terms and the systematization of structural-semantic features, however, according to experts, they are not actively researched enough neologisms and phraseology in English psychological terminology, and some other issues.

Also a study of functional features of English of psychological terminology, the conclusion about the relatively limited amount of materials on this important issue, especially the research of the relevant works of specialists in the field of psychology among native English speakers, is confirmed.

A conclusion was made about the expediency of closer cooperation between linguists and specialists in this subject area with the aim of deeper mastering of the relevant features. In addition, it was found out that there are peculiarities in the issues of research the functioning of English psychological terms and their translation into Ukrainian, practically the entire array of terminological studies is devoted to the scientific genre of psychological terminology. At the same time, it was found that the phenomenon is becoming more widespread in English-speaking countries so-called "popular psychology" with its specific array of English terminology. However, this phenomenon has not yet attracted due attention in domestic scientific research, although the jargon of "popular psychology" has already begun to penetrate us.

Methods of translating terms from English to Ukrainian were studied during the development of coursework tasks. In particular, it is determined that for the translation of English psychological terms one of the three main methods of translation is usually used - transcoding, tracing and descriptive translation. The specifics of the application of each of these methods are also investigated, and relevant examples for each of these translation methods are selected and given.

In addition to the above, it is possible to draw a general conclusion that the research within the framework of the course work revealed that the domestic discourse on the issues of English psychological terminology is mainly focused on the traditional aspects of its lexical features. Since the sphere of functioning of English psychological terminology is constantly expanding, accordingly, the need for more regular monitoring is increasing and analysis of the features of its formation, as well as the study of the structural-semantic and functional features of this terminology. Accordingly, the question arises regarding the expediency of taking measures to increase the level of knowledge of foreign languages, primarily English, by specialists in the field of psychology and other related fields.

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LIST OF DATA SOURCES

Top 3 Most common Psychological disorders explained

https://www.youtube.com/watch?v=MuhtXVIq5_Q&t=14s

12 Common Symptoms of CPTSD From Childhood)

https://www.youtube.com/watch?v=2DeFHOEEgrM

11 Oddly Specific Childhood Trauma Issues

https://www.youtube.com/watch?v=lULd-wnWjT4&t=1s

(3 Unnamed Childhood Trauma Symptoms – CPTSD)

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ANNEX A

Original text	Translation
1. We'll talk about how we perceive the world; how we see; especially, a little bit, how we hear; how we think; social interaction, how we behave in groups and think about other people; and variation in the mental health or psychopathology. (Lec 1 | MIT 9.00SC Introduction to Psychology, Spring 2011)	1. Ми поговоримо про те, як ми сприймаємо світ; як ми бачимо; особливо, трохи, як чуємо; як ми думаємо; соціальна взаємодія, як ми поводимося в групах і думаємо про інших людей; і зміни в психічному здоров'ї або психопатології.
2. And increasingly, we understand that there's a huge number of people who, at some moment in their life or another, struggle with some aspect of mental health. (Lec 1 | MIT 9.00SC Introduction to Psychology, Spring 2011)	2. І все більше ми розуміємо, що є величезна кількість людей, які в певний момент свого життя борються з тим чи іншим аспектом психічного здоров'я.
3. And so for every dimension of being a human being that we'll talk about, we'll also talk about what we understand currently from the neurological and neuroscientific literature about	3. І тому для кожного аспекту буття людини, про який ми будемо говорити, ми також будемо говорити про те, що ми зараз розуміємо з неврологічної та нейронаукової літератури про те,

how the human brain supports and contributes to different aspects of being a person. (Lec 1 | MIT 9.00SC Introduction to Psychology, Spring 2011)	як людський мозок підтримує різні аспекти буття особистості та сприяє їм.
4. We can pay attention to a limited number of things at a time. And even when those things can be right in front of us, if our attention is focused or occupied by something else, like counting the passes in a difficult scene--it wouldn't work if there was one or two passes only, because you would notice it. (Lec 1 | MIT 9.00SC Introduction to Psychology, Spring 2011)	4. Ми можемо звернути увагу на обмежену кількість речей одночасно. І навіть коли ці речі можуть бути прямо перед нами, якщо наша увага зосереджена або зайнята чимось іншим, як-от підрахунок передач у складній сцені, це не спрацює, якби була лише одна чи дві передач, тому що ви помітив би це.
5. Your mind intertwined across modalities what you hear and what you see, integrates them in some way below your level of consciousness. (Lec 1 | MIT 9.00SC Introduction to Psychology, Spring 2011)	5. Ваш розум переплітає модальності того, що ви чуєте і бачите, інтегрує їх певним чином нижче вашого рівня свідомості.

6. So now, you had four brave students demonstrating some of the limits and properties of memory. (Lec 1 | MIT 9.00SC Introduction to Psychology, Spring 2011)	6. Отже, у вас було четверо відважних студентів, які продемонстрували деякі обмеження та властивості пам'яті.
7. This is a laboratory experiment that's been the testing ground for lots of ideas about how we make real memories and how we end up with false memories. (Lec 1 | MIT 9.00SC Introduction to Psychology, Spring 2011)	7. Це лабораторний експеримент, який став випробувальним полігоном для багатьох ідей про те, як ми створюємо справжні спогади та як ми отримуємо помилкові спогади.
8. So one of the themes we'll talk about a lot in the course is both an amazing power of the human mind and an amazing peril of the human mind. And it's what psychologists call automaticity. (Lec 1 | MIT 9.00SC Introduction to Psychology, Spring 2011)	8. Тож одна з тем, про яку ми будемо багато говорити в курсі, — це дивовижна сила людського розуму та дивовижна небезпека людського розуму. І це те, що психологи називають автоматизмом.
9. It is the scientific study of behavior and mental process so it's two major things it's all about behavior and it's all about mental processes so	9. Це наукове дослідження поведінки та розумових процесів, тому це дві основні речі, це все про поведінку та все про психічні процеси, а також про вивчення

about the study of the mind the study of how we act by ourselves how we act with other people all of those different things so. (Alex Reynold -Introduction to Psychology: Chapter 1)	розуму, вивчення того, як ми діємо самі, як ми діємо з іншими людьми, усіма цими різними речі так.
10. Once admitted, the fake patients abandoned their fake symptoms and behaved as they normally did, waiting for administrators to recognize them as mentally healthy. (Alex Reynold -Introduction to Psychology: Chapter 1)	10. Після прийому фальшиві пацієнти відмовилися від фальшивих симптомів і поводилися, як зазвичай, чекаючи, поки адміністратори визнають їх психічно здоровими.
11. They were forced to take psychotropic medication (which they sneakily spit out) and were eventually discharged with a diagnosis of paranoid schizophrenia in remission. (Alex Reynold - Introduction to Psychology: Chapter 1)	11. Їх змушували приймати психотропні ліки (які вони підступно випльовували) і зрештою виписали з діагнозом параноїдна шизофренія в стадії ремісії.
12. It viewed mental illness as an irreversible condition, almost like a personality trait, rather than a curable illness. (Alex	12. Він розглядав психічне захворювання як незворотний стан, майже як рису особистості, а не як виліковну хворобу.

Reynold -Introduction to Psychology: Chapter 1)	
13. How symptoms are diagnosed and what biological and environmental causes may be at work. (Alex Reynold - Introduction to Psychology: Chapter 1)	13. Як діагностуються симптоми та які біологічні та екологічні причини можуть діяти.
14. Mental health clinicians think of psychological disorders as deviant, distressful, and dysfunctional patterns of thoughts, feelings, or behaviors. (Psychological Disorders: Crash Course Psychology)	14. Клініцисти з питань психічного здоров'я розглядають психологічні розлади як девіантні, тривожні та дисфункціональні моделі думок, почуттів або поведінки.
15. But if symptoms such as low mood, hopelessness, changes in appetite, sleep patterns, loss of interests in hobbies, anhedonia, feelings of guilt persist for more than 2 weeks, and negatively affect our social, domestic and occupational functioning, then it is no more a normal reaction, but a pathological one. (Psychological Disorders: Crash Course Psychology)	15. Але якщо такі симптоми, як поганий настрій, безнадійність, зміни апетиту, режиму сну, втрата інтересу до хобі, ангедонія, почуття провини зберігаються більше 2 тижнів і негативно впливають на наше соціальне, домашнє та професійне функціонування, тоді це ні. більше нормальна реакція, а патологічна.

16. Major depression is extremely common among various societies. (Psychological Disorders: Crash Course Psychology)	16. Велика депресія надзвичайно поширена серед різних суспільств.
17. According to the International Global Burden of Disease study, Major Depressive Disorder (MDD), is the 3rd leading cause of the years lived with disability, YLDs. (Psychological Disorders: Crash Course Psychology)	17. Згідно з міжнародним дослідженням глобального тягаря хвороб, Великий депресивний розлад (ДР) є третьою основною причиною років, прожитих з інвалідністю, YLDs.
18. According to recent estimates carried out in Pakistan, severe form of clinical depression often translate into suicides. (Psychological Disorders: Crash Course Psychology)	18. Згідно з останніми оцінками, проведеними в Пакистані, важка форма клінічної депресії часто призводить до самогубств.
19. Five or more of the 9 symptoms including at least 1 of depressed mood and loss of interest or pleasure, in the same 2-week period; and each of the symptoms represent a change from previous functioning. (Top 3 Most common Psychological disorders explained)	19. П'ять або більше з 9 симптомів, включаючи принаймні 1 депресивний настрій і втрату інтересу або задоволення, протягом того самого 2-тижневого періоду; і кожен із симптомів означає зміну попереднього функціонування.

20. It's about the signs that a person has childhood PTSD and if you're not sure you have it i can tell you what it looks like. (Top 3 Most common Psychological disorders explained)	20. Мова йде про ознаки того, що людина має дитячий ПТСР, і якщо ви не впевнені, що він у вас є, я можу сказати вам, як це виглядає.
21. Attention memory or focus: these are symptoms that affect a lot of people but they're also common adult symptoms of complex ptsd and by the way complex ptsd is the kind that comes from chronic exposure to intense stress over time and this could happen at any age but most cases begin in childhood. (Top 3 Most common Psychological disorders explained)	21. Увага, пам'ять або зосередженість: це симптоми, які вражають багатьох людей, але вони також є поширеними симптомами складного посттравматичних розладів у дорослих, і, до речі, складні посттравматичні розлади виникають внаслідок хронічного впливу сильного стресу з плином часу, і це може статися будь-коли віку, але більшість випадків починається в дитинстві.
22. There is a distinct thing called emotional dysregulation which we'll get to, but there's also brain and nervous system dysregulation and it can develop in response to trauma. (12 Common Symptoms of CPTSD From Childhood)	22. Існує окрема річ, яка називається емоційною дисрегуляцією, до якої ми дійдемо, але є також дисрегуляція мозку та нервової системи, і вона може розвинутися у відповідь на травму.

23. You're probably already familiar with the usual symptomology of things like depression and anxiety and body memories which are like akin to flashbacks things like irritability, numbness, isolation etc. (11 Oddly Specific Childhood Trauma Issues)	23. Ви, мабуть, уже знайомі зі звичайною симптоматикою таких речей, як депресія, тривога та спогади тіла, які схожі на спогади, такі як дратівливість, оніміння, ізоляція тощо.
24. Neurodivergent people might experience some of these but it could also be maybe potentially their Baseline normal and not something that needs to be so like pathologized. (3 Unnamed Childhood Trauma Symptoms – CPTSD)	24. Нейродивергентні люди можуть відчувати деякі з них, але це також може бути, можливо, потенційно їхнім вихідним рівнем нормальним, а не чимось, що потребує такої патології.
25. In the abusive family system is essentially like one long gaslighting experience. (3 Unnamed Childhood Trauma Symptoms - CPTSD)	25. У насильницькій сімейній системі це, по суті, як один тривалий досвід газлайтингу.

ANNEX B

Original text	Translation
1. «Я-концепція» розглядається як соціально-психологічний феномен, під яким розуміють складний зіставлений образ, що містить у собі сукупність уявлення особистості про саму	1. "Self-concept" is considered as a socio-psychological phenomenon, which is understood as a complex juxtaposed image, which contains the totality of the

себе разом з емоційно-оціночними компонентами таких уявлень. .(КОНСПЕКТ ЛЕКЦІЙ З ДИСЦИПЛІНИ «ПСИХОЛОГІЯ»)	individual's ideas about himself together with the emotional and evaluative components of such ideas.
2. Прихильники даної концепції процес формування особистості професіонала назвали професіоналізацією. Професіоналізація розпочинається з моменту вибору професії та продовжується протягом усього трудового життя. .(КОНСПЕКТ ЛЕКЦІЙ З ДИСЦИПЛІНИ «ПСИХОЛОГІЯ»)	2. Proponents of this concept called the process of professional personality formation professionalization. Professionalization begins from the moment of choosing a profession and continues throughout one's working life.
3. Регресивна стадія професійного розвитку – це негативний вплив процесії на особистість. Наслідки такого впливу можуть призвести до так званого стану психічного вигорання, що характеризується емоційною спустошеністю та втомою від роботи, цинічним ставленням до своєї праці, відчуттям відсутності будь-якого успіху. .(КОНСПЕКТ ЛЕКЦІЙ З ДИСЦИПЛІНИ «ПСИХОЛОГІЯ»)	3. The regressive stage of professional development is a negative influence of the procession on the personality. The consequences of such an influence can lead to the so-called state of mental burnout, which is characterized by emotional devastation and fatigue from work, a cynical attitude to one's work, a feeling of lack of any success.
4. Ще один прояв регресивної стадії професійного розвитку – професійна деформація – формування негативних рис особистості під впливом професії. .(КОНСПЕКТ ЛЕКЦІЙ З ДИСЦИПЛІНИ «ПСИХОЛОГІЯ»)	4. Another manifestation of the regressive stage of professional development is professional deformation - the formation of negative personality traits under the influence of the profession.
5. Темперамент – індивідуально-психологічна особливість людини, що фіксує динамічні прояви її психіки. .(	5. Temperament is an individual psychological feature of a person that records the dynamic manifestations of his psyche.

КОНСПЕКТ ЛЕКЦІЙ З ДИСЦИПЛІНИ «ПСИХОЛОГІЯ»»)	
6. Різні сполучення вищеназваних ознак і призводять до існування різних типів темпераменту: • сильний урівноважений швидкий – сангвінік; • сильний урівноважений повільний – флегматик; • сильний неврівноважений (нестримний) – холерик; • слабкий тип – меланхолік. КОНСПЕКТ ЛЕКЦІЙ З ДИСЦИПЛІНИ «ПСИХОЛОГІЯ»	6. Different combinations of the above-mentioned signs lead to the existence of different types of temperament: • strong, balanced, fast – sanguine; • strong, balanced, slow – phlegmatic; • strong unbalanced (uncontrollable) – choleric; • weak type – melancholic.
7. Гештальтпсихологія виникла на початку 20 століття в Німеччині. Її засновниками були Макс Вертгеймер (1880-1943), Курт Коффка (1886-1967), Вольфганг Келер (1887-1967). Назва цього напряму походить від слова «гештальт» (нім. Gestalt - форма, образ, структура). Психіка, вважали представники цього напряму, повинна вивчатися з точки зору цілісних структур (гештальтів). (Курс лекцій з дисципліни «Загальна психологія»)	7. Gestalt psychology arose at the beginning of the 20th century in Germany. Its founders were Max Wertheimer (1880-1943), Kurt Koffka (1886-1967), Wolfgang Köhler (1887-1967). The name of this direction comes from the word "gestalt" (German Gestalt - form, image, structure). Psyche, the representatives of this direction believed, should be studied from the point of view of integral structures (gestalts).
8. Когнітивна психологія (Дж. Келлі, Д. Міллер, У. Найссер) виникає у 60- ті роки 20-го століття в протистояння біхевіоризму. Вона повернула в предмет психології суб'єктивний аспект. Когнітивна психологія - психологія пізнання, де пізнання - основа свідомості. Назва цього напряму походить	8. Cognitive psychology (J. Kelly, D. Miller, U. Neisser) arose in the 60s of the 20th century in opposition to behaviorism. She returned the subjective aspect to the subject of psychology. Cognitive psychology is the psychology of cognition, where cognition is the basis of consciousness. The name of this direction comes from the Latin

від латинського слова cognitio - знання, пізнання. (Курс лекцій з дисципліни «Загальна психологія»)	word cognitio - knowledge, cognition.
9. Прикладна психологія - загальна назва ряду галузей сучасної психології, які займаються застосуванням психологічних знань (принципів, методів) у різних видах людської діяльності. (Курс лекцій з дисципліни «Загальна психологія»)	9. Applied psychology is the general name of a number of branches of modern psychology that deal with the application of psychological knowledge (principles, methods) in various types of human activity.
10. В останні два десятиріччя з'явилася нова галузь професійної діяльності – практична психологія, а відповідно й нова професія – практикуючий (практичний) психолог. (Курс лекцій з дисципліни «Загальна психологія»)	10. In the last two decades, a new branch of professional activity has appeared - practical psychology, and, accordingly, a new profession - practicing (practical) psychologist.
11. Практична психологія як сфера діяльності передбачає, з одного боку, вивчення індивідуальності людини чи психологічних особливостей групи людей у конкретних обставинах їхнього життя та обґрунтування впливів на них із метою збереження їхнього психічного здоров'я і вияву їхніх можливостей (науковий аспект). з іншого, - надання безпосередньої допомоги конкретній людині чи групі людей у розв'язанні їх психологічних проблем (практичний аспект). (Курс лекцій з дисципліни «Загальна психологія»)	11. Practical psychology as a field of activity involves, on the one hand, the study of the individuality of a person or the psychological characteristics of a group of people in the specific circumstances of their lives and the justification of the effects on them in order to preserve their mental health and revealing their capabilities (scientific aspect). on the other hand, - providing direct assistance to a specific person or group of people in solving their psychological problems (practical aspect).
12. Індивід - природна характеристика людини. Це єдність анатомічних,	12. An individual is a natural characteristic of a person. This is the unity of the anatomical,

фізіологічних, морфологічних особливостей організму, які дозволяють віднести живу істоту до виду людей. Це поняття найширше, бо під нього підлягає практично кожна людина. Індивід є і новонароджена дитина , і стара людина, і талановита людина, і ідіот. Індивід не підлягає корекції, бо не можна змінити темпера метр, задатки, голос, колір очей, волосся. (Лекція № 4 Тема. Загальне поняття про особистість)	physiological, and morphological features of the organism, which make it possible to attribute a living being to the human species. This concept is the broadest, because almost every person is subject to it. An individual is a newborn child, an old person, a talented person, and an idiot. An individual is not subject to correction, because one cannot change one's temperament, features, voice, eye color, hair.
13. Особистість - це соціальна характеристика людини. Особистість - це людський індивід включений у систему суспільних відносин. Для розвитку особистості необхідне залучення дитини до спілкування з іншими людьми та до виконання людських видів діяльності. (Лекція № 4 Тема. Загальне поняття про особистість)	13. Personality is a social characteristic of a person. Personality is a human individual included in the system of social relations. For the development of the personality, it is necessary to involve the child in communication with other people and in the performance of human activities.
14. Сензитивні періоди – це періоди найбільш сприятливі для розвитку функцій. Наприклад, для розвитку мови сенситивний період з трьох років. Практика показала, що навчити людину кататися на ковзанах, їздити на велосипеді, плавати легше в дошкільному віці, тому що в цьому віці активно розвиваються органи рівноваги, менше виражені захисні реакції, які пов'язані з болем. (Лекція № 4 Тема. Загальне поняття про особистість)	14. Sensitive periods are the periods most favorable for the development of functions. For example, for the development of language, a sensitive period from the age of three. Practice has shown that it is easier to teach a person to skate, ride a bicycle, and swim in preschool age, because at this age the organs of balance are actively developing, and protective reactions associated with pain are less pronounced.

15. Засоби виховання – конкретні дії .спрямовані на зміну особистості, організовані та неорганізовані впливи, за допомогою яких у вихованців виробляються певні психологічні якості та форми поведінки. (Лекція № 26 Тема. Основи психології виховання)	15. Means of education - concrete actions aimed at changing the personality, organized and unorganized influences, with the help of which certain psychological qualities and forms of behavior are developed in pupils.
16. Метод покарання – вплив на особистість, який відображає засудження дій вчинків, що суперечать нормам, принципам поведінки у суспільстві. Форми покарання: -покладання додаткових обов'язків; -втрата або обмеження певних прав; -вираження морального осуду в різних формах(Лекція № 26 Тема. Основи психології виховання)	16. The method of punishment is the influence on the individual, which reflects the condemnation of actions that contradict the norms and principles of behavior in society. Forms of punishment: - assignment of additional duties; -loss or restriction of certain rights; - expression of moral condemnation in various forms.
17. Асоціальна поведінка – поведінка, яка не відповідає моральним нормам і вимогам суспільства. Асоціальна поведінка детермінована впливом негативного мікро середовища недоліками, помилками сімейного і шкільного виховання. Асоціальна поведінка характерна для «важких» дітей: недисципліновані, неслухняні, грубі, вперті, брехливі тощо. (Лекція № 26 Тема. Основи психології виховання)	17. Antisocial behavior is behavior that does not meet the moral standards and requirements of society. Antisocial behavior is determined by the influence of a negative micro environment, shortcomings, mistakes of family and school upbringing. Antisocial behavior is characteristic of "difficult" children: undisciplined, disobedient, rude, stubborn, lying, etc.
18. На перетині з нейрофізіологією існує спеціальна галузь дослідження психофізіологія, головною проблемою якої є причинне	18. There is a special field at the intersection with neurophysiology research psychophysiology, the main problem of which is the causal

пояснення психічних явищ через діяльність нейрофізіологічних механізмів. (Лекція № 1. Предмет, завдання і місце психології у системі наук)	explanation of mental phenomena through the activity of neurophysiological mechanisms.
19. На перетині медичної психології, нейрофізіології та патопсихології склалася галузь психофармакологія, яка досліджує вплив на психіку людини фармакологічних засобів. (Лекція № 1. Предмет, завдання і місце психології у системі наук)	19. At the intersection of medical psychology, neurophysiology, and pathopsychology, the field of psychopharmacology has developed, which studies the effect of pharmacological agents on the human psyche.
20. Інтроверсія (від лат. intro – всередину, versio – повертати) – спрямованість, в силу організації нервових процесів, відчуттів, переживань та інтересів індивіда, на свій власний внутрішній світ. Осіб, для яких характерна інтроверсія, називають інтровертами. https://nuph.edu.ua/slovnik-psihologichnih-terminiv/	20. Introversion (from the Latin intro – inside, versio – to turn) is directed, due to the organization of nervous processes, sensations, experiences and interests of the individual, to his own inner world. People who are characterized by introversion are called introverts.
21. Маніпулювання (від лат. manipulatio – застосовувати маніпуляції, прийоми, дії) – вид психологічного впливу, спрямованого на неявне спонукання інших (іншого) до виконання визначених маніпулятором дій. https://nuph.edu.ua/slovnik-psihologichnih-terminiv/	21. Manipulation (from the Latin manipulatio - to apply manipulations, techniques, actions) is a type of psychological influence aimed at implicitly encouraging others (another) to perform the actions determined by the manipulator.
22. Соціометрія – методика дослідження системи неформальних стосунків в певній групі в певний момент її існування. В основі лежить вимірювання відносин симпатій – антипатій,	22. Sociometry is a method of studying the system of informal relations in a certain group at a certain moment of its existence. It is based on the measurement of the relationship of likes and dislikes, acceptance and

прийняття – неприйняття людьми одне одного, прихильностей, уподобань стосовно один одного. https://nuph.edu.ua/slovnik-psihologichnih-terminiv/	rejection of each other, affections and preferences for each other.
23. Тривожність – емоційний стан людини, який виникає в умовах ймовірних несподіваних ситуацій: як при відстроченні, затримці приємних ситуацій, так і при очікуванні неприємностей. Тривожний стан людини характеризується стурбованістю, побоюванням, тугою. https://nuph.edu.ua/slovnik-psihologichnih-terminiv/	23. Anxiety is an emotional state of a person that arises in the conditions of likely unexpected situations: both when pleasant situations are postponed and delayed, and when trouble is expected. The anxious state of a person is characterized by concern, apprehension, longing.
24. Шизофренія – психічна хвороба, виявляється у своєрідних змінах психіки людини. Іноді виникає в період статевого дозрівання. Легкі й початкові форми Ш. піддаються лікуванню. https://nuph.edu.ua/slovnik-psihologichnih-terminiv/	24. Schizophrenia is a mental illness that manifests itself in peculiar changes in the human psyche. Sometimes occurs during puberty. Mild and initial forms of S. are amenable to treatment.
25. «Я» (ego) – в психоаналізі визначається як свідомість, розумна, раціональна частина психіки. «Я» формується під впливом суспільства, яке висуває свої вимоги до людини. https://nuph.edu.ua/slovnik-psihologichnih-terminiv/	25. "I" (ego) is defined in psychoanalysis as consciousness, an intelligent, rational part of the psyche. "I" is formed under the influence of society, which makes its demands on a person.

РЕЗЮМЕ

Курсову роботу присвячено вивченню та аналізу семантико-структурних особливостей перекладу термінів фахової мови психології (на матеріалі англійської та української мов). В ході дослідження проаналізовано основні задачі, поставлені на початку роботи, що розглядаються в академічному, наковому та інтернет дискурсі. Визначено поняття психологічної термінології та основних його характеристик. Наведено приклади перекладу англомовних та україномовних лекцій психологічної тематики на матеріалі сучасних Інтернет-видань.

Здійснено аналіз фактичного матеріалу, що включав в себе тематику, характеристику та структуру психологічної термінології.

Ключові слова: психологічна термінологія, академічний дискурс, науково-технічний переклад, інтернет дискурс, лексико-семантичні особливості, переклад Інтернет-видань, аналіз.