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**М. В. ШЕПЕЛЬОВА**

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**(англійською мовою)**

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**Mariia SEPELOVA**

# **DICTIONARY OF PSYCHOLOGICAL TERMS**

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Рецензенти: **В. О. Моляко**, дійсний член НАПН України, д-р психол. наук, проф. (Інститут психології імені Г. С. Костюка НАПН України); **О. В. Дробот**, д-р психол. наук, проф. (Таврійський національний університет імені В. І. Вернадського); **Л. М. Приблуда**, канд. філол. наук., доц. (Національний університет харчових технологій).

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Словник психологічних термінів (англійською мовою) укладено для використання в освітньому процесі з метою розширення світогляду та поглиблення знань у галузі психології.

Призначений для студентів освітнього ступеня «бакалавр» усіх спеціальностей та освітньо-професійних програм денної та заочної форм навчання, аспірантів, викладачів, а також усіх, хто прагне поглибити свої знання з психології та вдосконалити навички роботи з науковою термінологією.

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## **PREFACE**

This dictionary of psychological terms has been compiled for use in the educational process to promote a broader understanding of key concepts in the field of psychology. The selection of terms covers key branches of psychology, including general, social, developmental, differential psychology, and psychodiagnostics. Each term is presented with a brief and clear definition, adapted to the needs of the educational environment.

It is designed for bachelor's degree students of all specialties and educational programs. The glossary is suitable for both full-time and part-time students, postgraduate students, faculty members, and all those who seek to deepen their knowledge of psychology and improve their skills in using academic terminology.

During the literature review conducted by the compiler, Associate Professor M. V. Shepelova, relevant psychological vocabulary was carefully selected and, where necessary, translated into English from scientific psychological sources. The selection focused on terminology that supports the harmonious socio-professional development of future professionals in different fields.

It should be noted that the compiler does not claim authorship of the psychological terms included in this glossary, as they are drawn from recognized academic and scientific sources within the discipline of psychology.

Mariia SHEPELOVA

## KEY TERMS AND NOTIONS

### A

**Ability** – an individual's capacity to perform cognitive, emotional, or motor tasks, either innately or as a result of learning and development.

**Achievement Motivation** – the internal drive or desire to achieve goals and excel, often measured as a personality trait related to success-oriented behaviour.

**Action** – a conscious, intentional behaviour aimed at achieving a specific purpose or goal.

**Activity** – a form of purposeful interaction between an individual and the environment, driven by needs and motives, resulting in the transformation of both the external world and the individual.

**Adaptation** – the process by which individuals adjust to changes in their environment or circumstances.

**Adjustment** – the psychological process through which individuals cope with environmental demands and internal conflicts to maintain emotional balance.

**Affect** – a broad term referring to the experience of emotion or mood. It encompasses both short-term emotional states (e.g., joy, anger) and more sustained feelings that influence perception and behaviour.

**Affective Forecasting** – the process of predicting how one will feel in the future, often with notable inaccuracies.

**Affiliation Need** – the human desire to form close interpersonal relationships and be part of a group; considered a basic social motive.

**Agency** – the capacity of an individual to act independently, make choices, and exert control over their actions and the environment.

**Aggression** – behaviour aimed at causing harm or pain, either physically or psychologically, to others.

**Anchoring Bias** – a cognitive bias where individuals rely too heavily on an initial piece of information (the "anchor") when making decisions.

**Antisocial Behaviour** – actions that harm or lack consideration for the well-being of others; often associated with rule-breaking or aggressive behaviour.

**Anxiety** – a state of apprehension, tension, or uneasiness stemming from the anticipation of danger.

**Applicant Screening** – the process of evaluating job candidates based on resumes, interviews, and assessments to determine their suitability for a position.

**Assessment Centre** – a structured evaluation process used in organizational settings where individuals are assessed through simulations and exercises designed to reflect job tasks.

**Attachment** – a deep and enduring emotional bond that connects one person to another, typically formed in early childhood and influencing relationships across the lifespan.

**Attitude** – a psychological tendency expressed by evaluating a particular entity with some degree of favour or disfavour.

**Attitude Toward Service** – a consistent evaluative disposition of hospitality employees that influences how they interact with clients and perform service-oriented tasks.

**Attribution** – the process of explaining the causes of behaviour and events, typically as internal (dispositional) or external (situational).

**Authoritarian Personality** – a personality type characterized by rigid thinking, obedience to authority, and a tendency to submit to established social norms.

**Automatic Processing** – cognitive processing that occurs without conscious awareness or effort, often involving well-learned tasks.

**Autonomy** – the ability to make independent decisions and regulate one's own behaviour; considered a core psychological need.



## B

**Baseline** – a measurement taken before an intervention or experimental manipulation, used as a reference point to assess change.

**Behaviour** – any observable action or reaction of an organism, often in response to environmental stimuli. In psychology, behaviour is a central subject of study and includes both voluntary and involuntary actions.

**Behavioural Inhibition** – a temperament trait characterized by caution, fearfulness, or withdrawal in unfamiliar situations; linked to anxiety.

**Behaviourism** – a psychological approach that focuses on observable behaviour and the ways it is learned through interaction with the environment. Key figures: John B. Watson, B.F. Skinner.

**Big Five** – a model of personality including five broad traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism.

**Burnout** – a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment.

## C

**Career Adaptability** – a person's readiness and resources for coping with current and anticipated tasks, transitions, and traumas in their occupational roles.

**Career Development** – a lifelong process of managing learning, work, leisure, and transitions to move toward a personally determined and evolving preferred future.

**Categorization** – the cognitive process of grouping stimuli based on shared features or similarities.

**Character** – a set of moral and ethical traits that determine a person's behaviour and interaction with others; closely linked to values and self-regulation.

**Classical Conditioning** – a learning process in which a neutral stimulus becomes associated with a meaningful stimulus, eliciting a conditioned response.

**Cognition** – the mental process of acquiring knowledge and understanding through thought, experience, and the senses; includes attention, perception, memory, and reasoning.

**Cognitive Appraisal** – the personal interpretation of a situation that ultimately influences the emotional reaction.

**Cognitive Dissonance** – the mental discomfort experienced when holding two or more contradictory beliefs or values.

**Cognitive Flexibility** – the mental ability to switch between thinking about two different concepts or to think about multiple concepts simultaneously; associated with adaptability and problem-solving.

**Cognitive Load** – the total amount of mental effort being used in the working memory.

**Cognitive Psychology** – a branch of psychology that studies mental processes such as perception, memory, language, thinking, and problem-solving. It emphasizes the active role of the mind in organizing and interpreting information.

**Cohort Effect** – differences in behaviour or traits that result from the specific experiences of a particular age group or generation.

**Collective Identity** – a shared sense of belonging to a group, often based on common interests, experiences, or goals.

**Communication** – the process of exchanging information, emotions, and intentions between individuals through verbal and nonverbal means.

**Competence** – the combination of knowledge, skills, and behaviours that an individual needs to perform tasks successfully in a specific professional context.

**Competence Motivation** – the drive to effectively interact with the environment and master tasks or challenges.

**Conflict** – a psychological state arising from the incompatibility of motives, values, or goals, leading to tension and the need for resolution.

**Conformity** – the act of matching attitudes, beliefs, and behaviours to group norms.

**Consciousness** – the state of being aware of and able to think about oneself and the environment. It includes awareness of sensations, thoughts, emotions, and external surroundings. In psychology, consciousness is studied as a fundamental aspect of cognition, often explored through topics such as attention, perception, and self-awareness.

**Construct Validity** – the degree to which a test or instrument accurately measures the theoretical construct it is intended to measure.

**Constructivism** – a theoretical view in psychology that emphasizes the active construction of knowledge by individuals through interaction with their environment and experience.

**Coping Strategies** – the specific methods individuals use to manage stress, which may be problem-focused or emotion-focused.

**Creativity** – the capacity to generate new, original ideas, approaches, or products that are both novel and valuable, a key factor in problem-solving and artistic expression.

**Criterion Validity** – the extent to which a psychological test correlates with an outcome or external criterion.

**Criterion-Referenced Test** – a test that evaluates an individual's performance based on a predetermined standard, rather than relative to others.

**Cultural Psychology** – an approach focusing on how cultural values, norms, and practices shape psychological processes.

**Customer Orientation** – an employee's tendency to meet customer needs and expectations through effective communication, empathy, and problem-solving.

## **D**

**Decision-Making Style** – the characteristic way in which a person approaches and resolves professional choices, ranging from rational to intuitive strategies.

**Defensive Mechanisms** – unconscious psychological strategies used to protect the ego from anxiety arising from unacceptable thoughts or feelings (e.g., denial, repression, projection).

**Development** – the progressive changes in physical, cognitive, emotional, and social capacities throughout the lifespan, from infancy to old age.

**Developmental Psychology** – a discipline studying psychological changes that occur across the lifespan, including cognitive, emotional, and social development from infancy to old age.

**Dialogue** – a form of communication involving mutual exchange and understanding, often used in psychological counselling and interpersonal relations.

**Differential Psychology** – the field of psychology that studies the ways in which individuals differ in their behaviour and the processes that underlie it.

**Discrimination (social psychology)** – unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or gender.

## E

**Ecological Validity** – the extent to which research findings can be generalized to real-life settings.

**Emotion** – a complex psychological state involving physiological arousal, expressive behaviours, and conscious experience.

**Emotional Intelligence** – the ability to perceive, understand, manage, and regulate emotions in oneself and others to guide thinking and behavior.

**Emotional Regulation** – the ability to monitor, evaluate, and modify emotional reactions in adaptive ways.

**Empathy** – the capacity to understand or feel what another person is experiencing from their point of view, often divided into cognitive and emotional components.

**Employee Engagement** – the emotional and cognitive commitment an employee has to their organization and work, often reflected in enthusiasm, focus, and willingness to go beyond basic responsibilities.

**Employee Retention** – organizational efforts to keep talented staff by enhancing job satisfaction, providing development opportunities, and maintaining a supportive work environment.

**Evaluation Anxiety** – apprehension associated with being judged or assessed, commonly experienced during testing situations.

**Evolutionary Psychology** – a theoretical perspective that explains psychological traits and behaviours as evolved adaptations to environmental pressures faced by our ancestors.

**Existential Psychology** – a perspective that explores issues related to existence, such as meaning, freedom, isolation, and death, often in the context of personal experience.

**Expectancy Theory** – a motivational theory proposing that individuals are motivated to act when they expect their actions to lead to a desired outcome.

**Extrinsic Motivation** – motivation that arises from external factors or rewards.

## F

**Fear of Negative Evaluation** – a personality trait associated with social anxiety, where individuals fear being judged unfavourably by others.

**Feedback Culture** – an organizational climate in which constructive feedback is encouraged, regularly given, and positively received, contributing to personal and professional growth.

**Feelings** – subjective experiences that reflect emotional states; closely related to emotions but often considered more enduring or generalized.

**First Impression** – the initial perception formed about a person or service, which strongly influences client satisfaction and long-term opinions, especially crucial in hospitality roles.

**Functionalism** – one of the earliest psychological approaches that focused on the function of mental processes in enabling people to adapt to their environments. Key figure: William James.

## G

**Gestalt Psychology** – a school of thought emphasizing that the whole of perception is more than the sum of its parts. It focuses on how people naturally organize visual and other sensory information. Key figures: Max Wertheimer, Wolfgang Köhler.

**Giftedness** – an above-average ability in one or more areas such as intellectual reasoning, creativity, artistic talent, or leadership, typically identified through psychometric evaluation.

**Goal** – a specific desired outcome that motivates and directs an individual's activity.

**Groupthink** – a psychological phenomenon in which the desire for harmony or conformity in a group result in irrational or dysfunctional decision-making.

## H

**Halo Effect** – a type of cognitive bias where an overall impression of a person influences how we perceive their other traits (e.g., assuming someone attractive is also intelligent).

**Hardiness** – a personality characteristic involving a sense of control, commitment, and challenge that acts as a resistance resource in stressful situations.

**Humanistic Psychology** – an approach that emphasizes human growth, personal potential, self-actualization, and subjective experience. It focuses on free will and the inherent goodness of people. Key figures: Carl Rogers, Abraham Maslow.

## I

**Identity** – the sense of self developed through personal experiences, social roles, values, and cultural background; evolves across the lifespan.

**Identity Crisis** – a period of uncertainty and confusion in which a person's sense of self becomes insecure, typically due to a change in expected aims or role in society, often occurring during adolescence (Erikson's theory).

**Imagination** – the mental ability to create representations of objects, events, or scenarios that are not present, essential in planning, creativity, and emotional processing.

**Imprinting** – a form of learning occurring at a particular life stage that is rapid and apparently independent of the consequences of behaviour, often seen in animals but also influential in human attachment.

**Incremental Validity** – the extent to which a new psychometric assessment provides information beyond what is already known from existing measures.

**Individuality** – the unique combination of traits, behaviours, and patterns of thought that distinguish one person from another.

**Initiative** – the ability to independently begin activities or propose new ideas, associated with personal autonomy and leadership.

**Intelligence Quotient (IQ)** – a score derived from standardized tests designed to measure human intelligence.

**Interaction** – reciprocal action or influence between two or more individuals, often considered the foundation of social behaviour and development.

**Internal Consistency** – a measure of reliability used to evaluate the degree to which different items on the same test measure the same construct.

**Internalization** – the process through which individuals incorporate social norms, values, and behaviours into their own psychological structures.

**Interpersonal Skills** – the ability to communicate and interact effectively with others, including clients, coworkers, and managers.

**Introversion** – a personality trait characterized by a focus on internal feelings rather than external sources of stimulation.

## **J**

**Job Fit** – the degree to which an individual's abilities, personality, and values align with the requirements and culture of a specific job or organization.

**Job Satisfaction** – a positive emotional state resulting from the appraisal of one's job or job experiences. It reflects how much individuals enjoy or value their work.

## L

**Leadership** – the capacity to influence, motivate, and guide others toward a common goal; studied in both individual and group psychology.

**Leadership Style** – the characteristic way a leader guides, motivates, and interacts with employees; affects team dynamics and job satisfaction.

**Learned Helplessness** – a condition in which a person suffers from a sense of powerlessness, often resulting from repeated failure or uncontrollable negative events, leading to passivity.

**Locus of Control** – a psychological concept referring to individuals' beliefs about the extent to which they can control events affecting them. People with an internal locus believe they influence outcomes; those with an external locus attribute outcomes to external forces.

**Longitudinal Study** – a research design that involves repeated observations of the same variables over long periods of time. It is especially useful for studying developmental trends and long-term psychological effects.

## M

**Maladaptation** – an ineffective response to environmental demands, often leading to psychological distress or dysfunction.

**Mediation** – the process through which tools (language, signs, symbols) shape mental activity and behaviour, a concept central to cultural-historical psychology.

**Memory** – the cognitive process by which information is encoded, stored, and retrieved, essential for learning, decision-making, and identity formation.

**Mental Health** – a state of well-being in which individuals realize their potential, cope with the normal stresses of life, work productively, and contribute to their community.

**Meta-cognition** – the awareness and understanding of one's own thought processes; includes monitoring and regulating cognitive activities.

**Milestone** – a significant point of development, such as walking, talking, or emotional regulation, used as a marker in developmental assessments.



**Mood** – a temporary emotional state that can influence perception, cognition, and behaviour. Unlike emotions, moods are more diffuse and less tied to specific events.

**Motivation** – the process that initiates, guides, and sustains goal-oriented behaviour. It may arise from internal drives or external incentives and includes intrinsic and extrinsic motivation.

**Motivation to Work** – internal and external forces that initiate work-related behaviour, determine its direction, intensity, and persistence.

**Motive** – an internal psychological cause of behaviour that energizes and directs activity towards specific goals.

## N

**Narcissism** – a personality trait characterized by grandiosity, a need for admiration, and a lack of empathy. It can manifest in both healthy self-confidence and pathological self-centeredness.

**Need** – a psychological or physiological state of deprivation that motivates goal-directed behaviour.

**Need for Achievement** – a psychological drive to excel and achieve in relation to a set of standards. It is often associated with persistence, ambition, and goal setting.

**Need for Cognition** – the tendency to engage in and enjoy effortful cognitive activities and problem-solving.

**Neuroticism** – a personality trait involving a tendency toward anxiety, depression, self-doubt, and other negative emotional states.

**Nonverbal Communication** – communication through means other than words, including facial expressions, body language, gestures, and tone of voice.

**Normative Influence** – the influence of other people that leads individuals to conform to be liked or accepted by them.

**Norm-Referenced Testing** – an assessment that compares an individual's performance to that of a normative group.

**Norms** – socially accepted rules and expectations that guide behaviour within a group or society. In psychodiagnostics, norms refer to average scores used as a standard for comparison.

## O

**Objective Test** – a type of psychometric test with structured items and fixed response options, used to assess personality or cognitive traits.

**Observation** – a research method involving systematic watching and recording of behaviours, often used in developmental or clinical psychology.

**Observational Learning** – learning that occurs through watching the behaviour of others and the consequences of that behaviour, central to Bandura's social learning theory.

**Observer Bias** – the tendency of observers to see what they expect to see, or what they want to see, in a participant's behaviour.

**Occupational Identity** – the aspect of a person's self-concept based on their professional role and the meaning attached to their work.

**Occupational Stress** – the psychological strain resulting from demands and pressures related to one's professional role, particularly common in high-contact service environments.

**Onboarding** – the process of integrating new employees into an organization by familiarizing them with its culture, policies, and expectations.

**Openness to Experience** – one of the Big Five personality traits, associated with imagination, aesthetic sensitivity, curiosity, and a preference for novelty and variety.

**Optimism** – a cognitive disposition to expect positive outcomes. It is linked to better mental and physical health, adaptive coping, and resilience.

**Organizational Commitment** – the psychological attachment an employee feels toward their organization, often comprising affective, continuance, and normative components.

## P

**Perceived Control** – the belief in one’s ability to influence outcomes in a given context. Higher perceived control is associated with better stress management and well-being.

**Perception** – the process of organizing and interpreting sensory information to understand the environment.

**Performance Appraisal** – the evaluation of an employee’s job performance, typically involving feedback and goal setting, to inform decisions about promotions, compensation, and development.

**Personality** – a stable set of individual psychological traits, behaviours, and patterns of thought that define a person and influence their interactions with the world.

**Personality Assessment** – techniques and tools used to measure personality traits, such as questionnaires, interviews, and projective tests.

**Personality Inventory** – a type of questionnaire or standardized instrument used to assess personality traits and characteristics.

**Personality Traits** – enduring patterns of thoughts, feelings, and behaviours that are consistent across time and situations. Commonly assessed using the Big Five model.

**Person-Organization Fit** – the degree of alignment between an individual’s values and the values and norms of the organization, affecting job satisfaction and performance.

**Physiognomics** – the study of facial features and expressions as indicators of personality traits or psychological characteristics; historically controversial but still used in certain psychodiagnostic contexts.

**Positive Psychology** – a relatively new branch of psychology focused on the scientific study of human strengths, virtues, and factors that contribute to human flourishing and well-being.

**Prejudice** – a preconceived and typically unfavourable judgment or opinion about a person or group based on stereotypes rather than actual experience.

**Professional Deformation** – the distortion of personality traits or professional behaviour patterns due to prolonged exposure to the norms, values, or pressures of a specific occupation.

**Professional Self-Efficacy** – an individual's belief in their capacity to execute professional tasks and succeed in work-related situations.

**Projection** – a defence mechanism in which individuals attribute their own unacceptable thoughts or feelings to others.

**Projective Test** – a type of personality test in which the individual offers responses to ambiguous stimuli, revealing hidden emotions and internal conflicts.

**Proximal Development, Zone of (ZPD)** – Vygotsky's concept referring to the difference between what a learner can do without help and what they can do with guidance and encouragement.

**Psyche** – the totality of the human mind, conscious and unconscious. It includes mental functions such as perception, thinking, memory, emotion, and will. In psychology, the term "psyche" is often used to refer to the inner world of an individual and the processes that shape their subjective experience and behaviour.

**Psychoanalysis** – a theoretical and therapeutic approach developed by Sigmund Freud that explores unconscious processes, inner conflicts, and childhood experiences as determinants of behaviour.

**Psychodiagnostics** – the field focused on the measurement and understanding of psychological traits and states, often using standardized tests and interviews.

**Psychological assessment** – the process of measuring psychological traits, behaviours, or capabilities using standardized tools and procedures.

**Psychological Testing** – the use of standardized tests and procedures to evaluate mental functions and behaviours; widely applied in clinical, educational, and organizational settings.

**Psychology** – the scientific study of mental processes and behaviours. It explores how people think, feel, and act, encompassing areas such as cognition, emotion, motivation, personality, development, and social interaction. Psychology applies both theoretical

and practical approaches to understand individuals and groups in various contexts, including clinical, educational, organizational, and social settings.

**Psychometrics** – the field in psychology devoted to the theory and technique of psychological measurement, including test construction and validation.

## Q

**Qualitative Research** – a method of inquiry that explores phenomena through non-numerical data such as interviews, observations, and texts to understand meaning, experience, or concepts.

## R

**Recognition** – the psychological impact of being acknowledged for performance or contribution at work, significantly enhancing motivation in both HR and hospitality sectors.

**Reliability** – the consistency or repeatability of a measure; a reliable test yields similar results under consistent conditions.

**Resilience** – the psychological capacity to recover quickly from adversity, trauma, or stress, and to adapt positively in the face of challenges.

**Responsibility** – an individual's awareness and acceptance of the consequences of their actions, often linked with maturity and autonomy.

**Role** – a set of expectations, norms, and behaviours associated with a specific social position within a group or society.

**Role Conflict** – a situation where an individual experiences incompatible demands in different social roles they occupy, leading to stress and tension.

**Rumination** – the process of continuously thinking about the same thoughts, often negative, which can contribute to anxiety or depression.

## S

**Scaffolding** – a teaching method that helps students learn more by working with a teacher or more advanced peer to achieve a goal just beyond their current ability.

**Schema** – a cognitive framework or concept that helps organize and interpret information.

**Self-Concept** – a person's perception and evaluation of themselves, encompassing beliefs, feelings, and knowledge about one's own identity and abilities.

**Self-Concept Clarity** – the extent to which self-beliefs are clearly and confidently defined, internally consistent, and stable.

**Self-Efficacy** – one's belief in their ability to succeed in specific situations or accomplish a task.

**Self-Esteem** – a person's overall evaluation of their own worth. It influences mental health, social behaviour, and academic/work performance.

**Self-Monitoring** – the degree to which individuals regulate their behaviour to fit the social situation.

**Sensation Seeking** – a personality trait characterized by the search for varied, novel, and intense experiences, often involving risk-taking behaviour.

**Senses** – the physiological systems (e.g., vision, hearing, touch, taste, smell) through which external stimuli are perceived and processed.

**Separation Anxiety** – distress that children may experience when separated from their primary caregiver, typically emerging around 8–14 months of age.

**Service Recovery** – the actions taken by employees to resolve complaints and restore customer satisfaction after a service failure.

**Social Cognition** – the mental processes involved in perceiving, interpreting, and generating responses to the social world.

**Social Comparison** – the process of evaluating oneself in relation to others to form judgments about one's own abilities, opinions, or outcomes.

**Social Desirability Bias** – the tendency of respondents to answer questions in a manner that will be viewed favourably by others.

**Social Facilitation** – the tendency for individuals to perform differently when in the presence of others, typically improving on simple tasks and impairing performance on complex tasks.

**Social Identity** – a part of an individual's self-concept derived from perceived membership in a social group. It influences behaviour, attitudes, and intergroup relations.

**Social Influence** – the process by which individuals change their thoughts, feelings, or behaviours as a result of real or imagined social pressure.

**Social intelligence** – the ability to understand people and effectively relate to them. It is often contrasted with abstract intelligence and concrete intelligence.

**Social Loafing** – the tendency of individuals to put in less effort when working in a group compared to when working alone.

**Social Norms** – implicit or explicit rules that govern behaviour within a group or society.

**Social Perception** – the process by which individuals form impressions of others and make judgments about their traits, intentions, and behaviours.

**Social Psychology** – a field that investigates how people's thoughts, feelings, and behaviours are influenced by the actual, imagined, or implied presence of others.

**Social Referencing** – the process whereby infants look to a caregiver or other adult for cues to interpret unfamiliar or ambiguous situations.

**Social Support** – emotional, informational, or practical assistance received from others, which serves as a buffer against stress and promotes psychological well-being.

**Socialization** – the lifelong process by which individuals acquire values, norms, and behaviours appropriate to their social context.

**Soft Skills** – a set of non-technical abilities such as communication, empathy, adaptability, and teamwork that are critical in customer-facing roles and human resources.

**Standardization** – in psychological testing, the process of administering and scoring a test in a consistent, uniform manner to ensure reliability and validity.

**Statistical Significance** – a mathematical measure that indicates whether the results of a study are likely due to chance or reflect a true effect.

**Stereotype** – a widely held but fixed and oversimplified belief or idea about a particular group of people, often leading to biased attitudes and behaviors.

**Stereotype Threat** – the risk of confirming negative stereotypes about one's group, which can adversely affect performance.

**Stimulus** – any object, event, or factor in the environment that can elicit a response in an organism.

**Stress** – a state of mental or emotional strain resulting from demanding or adverse circumstances, with both physiological and psychological effects.

**Stress Appraisal** – the process by which an individual evaluates a situation as threatening, challenging, or benign, influencing the emotional and physiological response to stress.

**Stress Management** – the set of strategies and techniques used by individuals or organizations to control and reduce occupational stress for improved well-being and productivity.

**Structuralism** – an early school of psychology that attempted to break down mental processes into their most basic elements, using introspection. Key figure: Wilhelm Wundt.

**Sublimation** – a defence mechanism in which socially unacceptable impulses are transformed into socially acceptable actions or behaviour.

**Superego** – in Freudian theory, the part of the psyche that reflects internalized societal rules and morality, often acting as a self-critical conscience.



**Suppression** – a conscious effort to push unwanted thoughts, feelings, or memories out of awareness.

**Survey Method** – a research technique that involves collecting self-report data from participants through questionnaires or interviews to study attitudes, opinions, or behaviours.

**Symbolic Interactionism** – a theoretical approach in social psychology emphasizing the role of symbols and language in human interaction and meaning-making.

## T

**Team Cohesion** – the degree to which members of a team are united, supportive, and committed to common goals; contributes to team effectiveness and job satisfaction.

**Temperament** – biologically based individual differences in emotional reactivity and self-regulation that appear early in life and are relatively stable across situations and time.

**Test Anxiety** – a psychological condition in which people experience extreme distress and anxiety in testing situations, which can impair performance.

**Test Battery** – a collection of tests that are administered together to evaluate a variety of psychological traits or functions.

**Test-Retest Reliability** – a measure of reliability obtained by administering the same test twice to the same group after a time interval and comparing the scores.

**Theory of Mind** – the ability to attribute mental states (beliefs, intents, desires, knowledge) to oneself and others and to understand that others have beliefs and perspectives different from one's own.

**Thinking** – a complex cognitive process that involves reasoning, problem-solving, decision-making, and the manipulation of information, a fundamental component of intelligence and learning.

**Time Management** – the ability to use one's time effectively and productively, especially in a professional setting, to balance various tasks and responsibilities.

**Tolerance for Ambiguity** – the ability to perceive ambiguous situations as desirable or acceptable rather than threatening. It is associated with creativity and adaptability.

**Training and Development** – organizational efforts to improve employee competencies and performance through educational programs, workshops, and continuous learning.

**Trait** – a stable and enduring characteristic or quality that influences an individual's behaviour across various situations.

**Trait Anxiety** – a personality characteristic that describes the tendency to perceive situations as threatening and respond with anxiety.

**Trait Theory** – a model of personality that focuses on identifying, describing, and measuring individual differences in behavioural predispositions.

**Transference** – a psychoanalytic concept describing a situation where a client projects feelings about important people in their life onto the therapist.

**Transitional Object** – an item, such as a blanket or stuffed animal, used by children to provide psychological comfort, especially in new or stressful situations.

**Turnover Intention** – the likelihood that an employee is considering leaving their job, often influenced by job satisfaction, stress levels, and workplace relationships.

**Typology** – a classification system based on categories that group individuals according to specific psychological traits or patterns.

## U

**Unconscious** – in psychoanalytic theory, the part of the mind that contains desires, memories, and experiences that are not within conscious awareness but influence behaviours.

## V

**Validity** – the extent to which a test or measurement accurately reflects the concept it intends to measure.

**Validity Generalization** – the extent to which validity findings from one context apply to other contexts.

**Validity Scales** – indicators used in psychological testing to determine the accuracy or honesty of the respondent's answers (common in personality inventories).

**Value Orientation** – an individual's set of priorities and guiding principles that influence behaviour and decision-making.

**Values** – deeply held beliefs or ideals that guide behaviour and decision-making across situations and over time.

**Variable** – any characteristic or factor that can vary across individuals or conditions in research.

**Visual Perception** – the brain's ability to make sense of what the eyes see, involving the recognition, interpretation, and organization of visual stimuli.

**Visual psychodiagnostics** – a method in psychology that involves the interpretation of visual materials (e.g., drawings, images) to assess personality traits, emotional state, or cognitive functioning.

**Visual-Spatial Ability** – a cognitive skill that enables individuals to understand and manipulate visual and spatial information, important in tasks such as mental rotation.

**Vocational Guidance** – the process of helping individuals choose, prepare for, and progress in a career path based on their interests, abilities, and personality.

**Vocational Interests** – personal preferences and inclinations toward certain professions or types of work, often assessed in career guidance.

**Volition** – the capacity to make and act upon decisions consciously; involves motivation and self-regulation.

**Vulnerability** – a predisposition or susceptibility to psychological stress or mental health problems, often influenced by genetic, developmental, or environmental factors.

## W

**Wechsler Scales** – a group of standardized intelligence tests used to assess intellectual functioning in children and adults (e.g., WAIS, WISC).

**Well-being** – a general term for the condition of an individual or group, including psychological, emotional, and physical health, often measured as subjective well-being (SWB).

**Withdrawal Behaviour** – actions characterized by retreat or avoidance, often in response to stress, conflict, or social discomfort.

**Work Engagement** – a positive, fulfilling, work-related state of mind characterized by vigour, dedication, and absorption in professional activity.

**Working Memory** – a cognitive system responsible for temporarily holding information available for processing.

**Work-Life Balance** – the equilibrium between time and energy devoted to work and personal life, contributing to overall well-being and performance.

**Worldview** – an individual's comprehensive perspective on life, encompassing beliefs about reality, human nature, and morality, which influence perception and behaviours.

## Y

**Youth Development** – the psychological, social, and emotional growth processes of adolescents and young adults, often focusing on strengths, competencies, and resilience.

## Z

**Zeigarnik Effect** – the tendency to remember unfinished or interrupted tasks better than completed ones.

**Z-Score** – A standard score indicating how many standard deviations an element is from the mean of a distribution.

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*Шепельова Марія Володимирівна*

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