

心理学专业英语

主编 田新华 任铭静

English in Psychology

心理学专业英语

English in Psychology

主编 田新华 任铭静副主编 马虫红 王 朓

内容简介

为了提高我国高校双语教学水平,拓展学生的专业领域知识,组织心理学专业教师和英语专业教师共同编写了本书。

本书包括三部分内容。第一部分为专业阅读,共10章,前9章各章包括3篇文章。第1篇选自经典教材,主要阐述基本原理;第2篇选自经典专著,拓展专业知识;第3篇选自学术期刊或专业网站,把握最新最前沿的学术动态。第10章包括8篇文章,专题介绍应用心理学研究新进展。每篇文章后列出本篇文章关键词的英汉对照、难句翻译、学术论文撰写常用句型、思考题等。第二部分为附属篇,主要包括心理学专业的国内外相关学术信息,如国内外专业学术期刊、心理学研究所及协会等。第三部分列出了专业词汇和参考文献,供读者参考。

本书可作为各类大专院校学生双语教学或专业英语教学的教材,也可供自学者使用。

图书在版编目(CIP)数据

心理学专业英语/田新华,任铭静主编.一哈尔滨:哈尔滨工业大学出版社,2017.2

ISBN 978 -7 -5603 -6463 -6

I.①心··· Ⅱ.①田··· ②任··· Ⅲ.①心理学 - 英语 - 高等学校 - 教材 Ⅳ.①B84

中国版本图书馆 CIP 数据核字(2017)第 025017 号

策划编辑 田新华

责任编辑 丁桂焱

封面设计 卞秉利

出版发行 哈尔滨工业大学出版社

社 址 哈尔滨市南岗区复华四道街10号 邮编150006

传 真 0451-86414749

网 址 http://hitpress. hit. edu. cn

印 刷 哈尔滨翰翔印务有限公司

开 本 880mm×1230mm 1/32 印张 11.25 字数 380 千字

版 次 2017年2月第1版 2017年2月第1次印刷

书 号 ISBN 978-7-5603-6463-6

定 价 38.00 元

21 世纪专业英语系列丛书编委会

主 任 赵毓琴

副主任 闫纪红

编 委 于云玲 马玉红 王 旸 王 星

王 洋 王 朓 王艳薇 王倩玉

任 丽 任 莉 任铭静 刘秀杰 李 莉 李慧杰 杨 皓 吴 迪

李 莉 李慧杰 杨 皓 吴 迪 张凌岩 陈 楠 岳文赫 项 睿

也一一行為全國。時代是最一層電子必動學的表方無同等。大學

在自然在社會大學母者的用作的。那樣原性學性語言學學的情報

栾 岩 葛乃晟

随着经济社会的发展,人们的生活水平得到了提高,当物质需求得到满足后,人们对精神的需求就会随之提高。为适应经济全球化的发展趋势,满足国内广大学生和读者了解、学习和借鉴国外先进的心理学专业理论,了解心理学前沿动态的需求,使学生通过阅读大量英语文章来扩充词汇量,提高熟练获取信息和独立阅读原著的能力,我们编写了本书。

本书主要内容由专业阅读、专业学术信息和专业词汇三部分组成。

第一部分为主干内容,共10章。主要包括心理学主要学派及其理论、行为的生物学基础、感觉与知觉、认知与语言、动机与情感、人格、心理混乱症、社会心理学以及专题:应用心理学研究新进展等。

第二部分的主要内容为心理学专业的国内外相关专业学术信息,如国外著名期刊、国内心理学研究所及协会等,可供读者了解最新心理学专业学术动态。

第三部分基本涵盖了心理学领域的专业术语和常用词汇。

本书具有以下特点:

第一,内容全面,时代感强。涵盖了心理学的多方面内容,文章选自近年英美国家原版教材和期刊。

第二,内容实用,针对性强。专业学术信息部分提供了详尽的了解专业学术信息的渠道,能够有效促进学生的专业发展。

第三,注释合理,可读性强。选文中的难点和重点词汇、句子都 配有相应的中文解释和实用例句,能够激发学生进一步学习的积 极性。

ii 心理学专业英语

本书适用范围较广,可作为高等院校心理学等专业英语教学教 材,也可供心理咨询人士和自学者参考使用。

本书由哈尔滨工业大学田新华、任铭静任主编,由主讲本科生、研究生心理学课的第一主编拟定编写提纲和编写模块、提出文献遴选路径、撰写每章及专题导读等,由主讲英语的第二主编负责组织副主编马玉红、王朓等共同翻译和编写,最后由主编统稿、定稿。

在编写过程中,我们参考了部分著作和文献,在此一并向相关作者等表示感谢。由于编写时间仓促,且编者水平及经验有限,书中不妥和疏漏之处在所难免,恳请广大读者批评指正。

第二部分的主要由各为心理学专业的国内并相关专业学术信

而在北北和信息的原理、能够有效促进学生的专业发展

编 者 2016年12月

CONTENTS

| | | PART ONE ACADEMIC READING | |
|-----|--------|---|----|
| | | 第一部分 专业阅读 | |
| 1 | An Int | troduction to Psychology | 1 |
| | 心理等 | 学简介 | |
| | ◆本章 | 学简介 | 1 |
| | 1.1 | What Is Psychology | 4 |
| | | 什么是心理学 | |
| 100 | 1.2 | Approaches to Psychology · · · · · · · · · · · · · · · · · · · | |
| | 1.3 | | 22 |
| | | 直觉 | |
| 2 | Main S | Schools in Psychology and Their Theories | 33 |
| | 心理等 | 学主要学派及其理论 | |
| | | 子王安子派及共建化 章导读 ···································· | |
| | | The Interpretation of Dreams ···································· | |
| | 2.2 | Unlearned Behavior: Emotion ···································· | 44 |
| | 2.3 | The Postulates of a Structural Psychology | 52 |
| | 9.2 | 构造心理学公设 | |
| 3 | The B | iology Underlying Behavior | 64 |
| | 行为的 | 的生物学基础 | |
| | ❖本章 | 章导读 | 6 |
| 46 | 3.1 | The Nervous System: An Overview | 64 |
| | | 神经系统:概述 | |
| | 3.2 | A Tour Through the Brain · · · · · · · · · · · · · · · · · · · | 7 |

ii 心理学专业英语

| | 3.3 | Behavior and the Nervous System: Input/Output Boxes within |
|---|---------|---|
| | | Input/Output Boxes ····· 80 |
| | | 行为与神经系统:输入/输出装置内部的输入/输出装置 |
| 4 | Sensati | on and Perception ····· 88 |
| | 感觉与 | |
| | ❖本章 | f导读······ 88 |
| | 4.1 | Sensation: Receiving Messages about the World 88 感觉:接收关于世界的讯息 |
| | 4.2 | Perception: Interpreting Sensory Messages · · · · 97 知觉:解释感官讯息 |
| 3 | 4.3 | 知觉:解释感官讯息 Pain and Why It Hurts ···································· |
| 5 | Cognit | ion and Language |
| | | |
| | ❖本章 | f语言 galactic galacti |
| | 5.1 | How Do We Think? 116 |
| | | 我们如何思考? |
| E | 5.2 | Language: Symbolic Communication · · · · 126 |
| | | 语言:符号的交际 |
| | 5.3 | |
| | | Managing Two Key Components of Higher Order Cognition |
| | | |
| | | 概念形成与问题解决:理解和使用两个关键的高级认知组成部分 |
| 6 | Motiva | tion and Emotion ····· 145 |
| | 动机上 | 有情感 |
| | ❖本章 | 哲导读 145 |
| | 6.1 | An Overview of Emotion and Motivational Concept ······ 145 情感与动机综述 |
| | 6.2 | Arousal Theory |
| | 6.3 | Employee Motivation: Theory and Practice 162 员工动机的理论与实践 |

| 7 Personality | 169 |
|---|------|
| 人格 | |
| ◆本章导读 | |
| 7.1 Major Perspectives on Personality | 169 |
| 关工人 枚 的主要加占 | |
| 7.2 Is Behavior Really Consistent ··································· | 177 |
| 行为真的是前后一致的吗 | |
| 7.3 Contextualized Personality: Traditional and New Assessr | nent |
| Procedures ····· | 186 |
| 背景人格:传统的和新的评估程序 | |
| 8 Psychological Disorders ····· | 195 |
| 心理混乱症 | |
| ◆本章导读 | 195 |
| 8.1 Understanding Abnormality | 195 |
| 解读心理反常行为 | |
| 解读心理反常行为 8.2 Anxiety States | 202 |
| 焦虑状态 | |
| 焦虑状态 8.3 Social Phobia ···································· | 210 |
| 社会恐惧症 | |
| 9 Social Psychology | 220 |
| 社会心理学 | |
| ◆本章导读 ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯ | 220 |
| 9 1 The Nature of Social Psychology | 220 |
| 社会心理学的本质 | |
| 社会心理学的本质 9.2 Schemas and Stereotypes ···································· | 229 |
| 图式与定型 | |
| 9.3 Objects, Decision Considerations and Self-Image in Me | n's |
| and Women's Impulse Purchases | |
| 男人和女人冲动购买的对象、决定和自我形象 | |
| 10 Feature: New Development of Applied Psychology | |
| 专题:应用心理学研究新进展 | |
| ❖本意导读 ···································· | 248 |

iv 心理学专业英语

| | 10.1 | Health and Stress | 249 | | |
|--------|------------|--|-----|--|--|
| | | 健康与压力 | | | |
| | 10.2 | Stress and Personality | 258 | | |
| | | 压力与人格 Initiation and Maintenance of Health Behaviors ········ | | | |
| | 10.3 | Initiation and Maintenance of Health Behaviors ········· 启动及维持健康行为 | 269 | | |
| | 10.4 | | 281 | | |
| Invier | 10.5 | Psychology: Is It Applied Enough | 283 | | |
| | 10.3 | 心理学:它的应用是否足够 | 203 | | |
| | 10.6 | Theory-Based Health Behavior Change: Developing, | | | |
| 195 | | Testing, and Applying Theories for Evidence-Based | | | |
| | | Interventions | 284 | | |
| | | 基于理论的健康行为的改变:开发、测试和以证据为的干预应用理论 | 基础 | | |
| | 10.7 | Positive Health · · · · · · · · · · · · · · · · · · · | 286 | | |
| | | 积极健康 | 116 | | |
| | 10.8 | S. D. Harris and C. Standard Standards and Assessment and Assessme | | | |
| | | Positive Clinical Psychology | 288 | | |
| | | 积极心理学和疾病意识:对于积极临床心理学 | | | |
| | | PART TWO ACADEMIC INFORMATION | | | |
| | | 第二部分 专业学术信息 | | | |
| | 国外着 | 著名期刊 | 293 | | |
| | 国外心 | ·理学协会 ······· | 294 | | |
| | 国内心 | 过理学研究所及协会 | 297 | | |
| | 国内其 | 明刊 ····· | | | |
| | | PART THREE GLOSSARY | | | |
| | alal yi. | 第三部分 专业词汇 | | | |
| | | | | | |
| REI | REFERENCES | | | | |

PART ONE ACADEMIC READING

An Larroduction/to Psychology

67、建筑温彻

第一部分 专业阅读

类的1000年,在日本日本的企业发展的企业的企业。

· 全外、加工 · 生化类型 医线线性 "你说话就就是这里看来说话

试读结束: 需要全本请在线购买:

H 5 that all treatment

 Selection and Problems of the Selection of the Michigan Co.

 Copping Delegae Can Jordan Van Hecht Service Canada

nts Markey 201 supper 2 supp Table September 1910

46 or - Vision James Health Schurter Charges for the page

PART ONE ACADEMIC READING

The desire that the grand dry three Library Towns

第一部分二类业团发

PART TRO ACADASSIC INTONIA DANS 製工製料 を集まる発達する

THE STAND OF THE S

is of vener classis.

An Introduction to Psychology 心理学简介

【本章导读】本章是全书的引言部分,阐述心理学的基本概念和研究内容。第1篇文章介绍心理学的概念、目的及其与相关社会学学科的差异。心理学用科学的手段研究行为和心理活动,同时研究一个个体的生理、心理及其所处的外在环境对行为及心理活动产生的影响。心理学研究的主要目的是描述、理解、预测并控制或改变行为及心理活动。心理学属于社会学的一种,与其他社会学学科有一定的相关性,同时又有很大的区别。与其他学科相比,心理学更依赖实验及观察,更重视个体研究,更充分利用生物学知识。第2篇文章介绍了几个重要的心理学研究方法,包括心理分析的研究方法、行为主义研究方法、人本主义研究方法、认知研究方法和生物学研究方法。第3篇文章首先阐述心理学的两个研究方法即直觉和推理之间的区别,指出直觉可能产生的错误。其次,指出思想产生的难易度具有连续性,对技术的精心掌握会使研究者更容易得出有价值的答案和有效的组织信息的方法。

member of his class. Then, a few years after leavingshorie for various. Watson fell in with the Charles Manson call. Manson was a observation

1.1 What Is Psychology

什么是心理学

In 1945, a 15-year-old Jewish girl named Anne Frank died of typhus at Bergen-Belsen, a notorious Nazi death camp. She had spent the previous two years with her parents, her sister, and four others in a cramped apartment in Amsterdam, hiding from German troops occupying Holland. Unable to go outside, the group depended entirely on Christian friends for food and other necessities. Anne, who was a gifted writer and astute observer, recorded in her diary the fears, frustrations, and inevitable clashes of people forced to live 24 hours a day in close proximity. Yet she never despaired or lost her sense of wonder at life's joys. With humor and grace, she described the pleasure of family celebrations, the thrill of first love, the excitement of growing up. Shortly before the Gestapo discovered the hideout, Anne wrote, "It's really a wonder that I haven't dropped all my ideals, because they seem so absurd and impossible to carry out. Yet I keep them, because in spite of everything I still believe that people are really good at heart. I simply can't build up my hopes on a foundation consisting of confusion, misery, and death."

Many years later, and thousands of miles away, Charles "Tex" Watson grew up, apparently uneventfully, in a small American town. A handsome boy, Charles attended church, earned high grades, and competed successfully in football, basketball, and track. During his junior year in high school his fellow students named him the outstanding member of his class. Then, a few years after leaving home for college, Watson fell in with the Charles Manson cult. Manson was a charismatic figure who convinced his followers that he was divinely chosen to lead them and demanded their blind obedience. In 1969, on Manson's orders,

5

the cult savagely slaughtered seven innocent people in Los Angeles. Tex Watson, the young man who had earlier seemed so full of promise, coldbloodedly carved his initials on the chest of one of the victims.

Why did Anne Frank, living in the constant shadow of death, retain her love of humanity? Why did Tex Watson, who apparently had everything to live for, turn to brutal acts of violence? How can we explain why some people are overwhelmed by petty problems, while others, faced with real difficulties, remain mentally healthy? What principles can help us understand why some human beings are confident players in the game of life, while others angrily reject its basic rules?

If you have ever asked yourself such questions, welcome to the world of psychology. You are about to explore a discipline that studies the many complexities and contradictions of human behavior. Psychologists take as their subject the entire spectrum of brave and cowardly, wise and silly, intelligent and foolish, beautiful and brutish things that human beings do². Their aim: to examine and explain how human beings—and animals, too—learn, remember, solve problems, perceive, feel, and get along with others.

Many people, when they hear the word psychology, think immediately of mental disorders and abnormal behavior. But psychologists do not confine their attention to extremes of behavior. They are just as likely to focus on common place experiences—experiences as universal and ordinary as rearing children, remembering a shopping list, daydreaming, and even gossiping. Most of us, after all, are neither saints nor sinners but a curious combination of both positive and negative qualities. Psychology, in short, is not only about martyrs and murderers; it is also about you.

Definition

Psychology has always had a way of outgrowing its definitions. At

the start of this century, most psychologists considered psychology to be the study of mental life, the mind, or consciousness. Within a few years, however, such definitions came under attack as vague and unscientific. As we shall see, between the 1920s and the 1950s many psychologists preferred to define their discipline as the study of behavior, because what people do—unlike what they think or feel—can be directly observed and measured. But this definition also came under attack. To those who still wanted to study thinking, dreaming, and all the other fascinating things that go on between people's ears, confining psychology to behavior made no more sense than confining literature to short stories or history to descriptions of military battles. Today, most psychologists are willing to make room for both behavior and mind in their work. We define psychology as the scientific study of behavior and mental processes and how they are affected by an organism's physical state, mental state, and external environment.

Main Goals

Psychology's main goals are straightforward: to (a) describe, (b) understand, (c) predict, and (d) control or modify behavior and mental processes. In a sense, every human being is an amateur psychologist, because everyone wants to describe, understand, predict, and control behavior and mental processes, both their own and those of other people. Suppose your best friend has just nagged you for the three hundredth time about your tendency to subsist solely on pizza, potato chips, and soda pop. You might describe the behavior ("Frieda is always badgering me about the way I eat"); attempt to understand its cause ("She's a health nut"); make a prediction about the future ("If I don't do something, I'm going to be nagged for the rest of my life"); and try to bring about a change ("I'll eat wheat germ and drink carrot juice once a week, and then maybe she'll leave me alone").

But if psychologists' goals are the same as everyone else's, what makes psychology a special discipline? The answer is that most people form opinions about human behavior and experience in a casual way. Most psychologists, in contrast, follow rigorous and systematic procedures. They resist reaching for conclusions until they have evidence that can be checked and verified by other. They test their ideas.

Psychology's Relatives

Psychology belongs to a family of disciplines known as the social sciences. All of these sciences encourage us to analyze human problems objectively and to search for reliable patterns in behavior. But there are some important differences in emphasis. Sociology is the study of groups and institutions within society. In general, sociologists pay less attention than psychologists do to personality traits and individual differences. However, one specialty, social psychology, falls on the border between psychology and sociology; it focuses on how social groups and situations affect an individual's behavior, and vice versa. Anthropology is concerned with the physical and cultural origins and development of the human species. Anthropologists typically focus on a large social unit-a tribe, a community or even an entire society. In contrast, most psychologists study behavior only in their own society, and they take specific behaviors or mental processes as the topic for analysis, rather than the society itself. Economics is the study of how people produce, distribute, and consume goods and services. Political science is the study of political behavior and the establishment and conduct of government. Each of these two sciences bites off a piece of the behavioral pie; in contrast, psychology searches for general principles of human nature.

Of all the social sciences, psychology relies most heavily on laboratory experiments and observations. At the same time it is the most personal of the social sciences, focusing more than the others on the