
3rd Central & Eastern European LUMEN International Conference
New Approaches in Social and Humanistic Sciences | NASHS 2017 |
Chisinau, Republic of Moldova | June 8-10, 2017

New Approaches in Social and Humanistic Sciences

Athletes Personality and Psychological Dimensions

Teodora DOMINTEANU

<https://doi.org/10.18662/lumproc.nashs2017.16>

How to cite: Dominteanu, T. (2018). Athletes Personality and Psychological Dimensions . In V. Manolachi, C.M. Rus, S. Rusnac (eds.), *New Approaches in Social and Humanistic Sciences* (pp. 198-210). Iasi, Romania: LUMEN Proceedings. <https://doi.org/10.18662/lumproc.nashs2017.16>



Athletes Personality and Psychological Dimensions

Teodora DOMINTEANU¹

Abstract

The psychology of physical culture and sports highlights contemporary claims that there is a correlation between personality and model athlete model society among economic, cultural, social and attitudes of character and athletic ability. Understanding personality sportsman as a product of interaction with the environment but also as a system of values which allow the trading athlete to impose and contribute creatively to its development opposes both exaggerated the role of heredity in defining the personality of the athlete, and the attempts to reduce the level determining personality traits of behavior. Temperamental peculiarities sportsman is an important prerequisite for the formation of sports. There aren't temperaments favorable or unfavorable, because each type of temperament has positive aspects and without to orient ourselves towards change temperamental traits less favorable (which is impossible, because of their hereditary) effectively monetise traits of temperament and level negatives. To this end, physical culture and sports psychology studies the ways of influencing humanly favorable in terms of bio-psycho-social attitudes and using a systematic exercise and sports. Thus, by studying sporty highlights the influence of sports on mental qualities in athletes, are specific mental peculiarities and formative forms and characteristics of sport.

Keywords: *personality, athletes, temperament types, performance.*

1. Introduction

Human performance determined by the logical, emotional and inspiring activity of the performer's spirit is called the psychic performance.

¹ Professor PhD., Academy of Economic Studies, Department of Physical Education and Sports, Bucharest, Romania, tdominteanu77@gmail.com.

<https://doi.org/10.18662/lumproc.nashs2017.16>

Corresponding Author: Teodora DOMINTEANU

Selection and peer-review under responsibility of the Organizing Committee of the conference



This kind of performance is characterized by the net dominance of the psychic side with respect to the physical activity of human activity; this specification is necessary because both present and future cannot be purely physical or purely physical performances, they may be psychic or dominant physical. Psychological performance is largely mediated by objective physical parameters of the human body (brain structure and mode of action - synapse execution speed, general physical condition, metabolism, biorhythmic status, etc.).

The main form of physical performance is sports performance. Since it cannot generally be a purely physical performance the same attribute it possesses and sports performance. In order to achieve sporting performance, the presence of innate and acquired physiological qualities, the optimal functioning of the "human engine" by the efficient production and use of fuel, the dexterity achieved through training, etc.; for their value in both training and competitions, attributes such as moral-volitional qualities, ability to plan the effort, self-analyzing ability to detect mistakes and organize their removal, etc. are all that are part of on the spiritual side of human activity. There are cases when the spiritual side was the main component of sports performance.

The biological, species, and human structure of interest in this context, only in terms of evolution, but also of the psychological significance that different morph-functional or anatomical changes bring to the performance of the athlete.

Thus, they are interested, for example, in the qualitative evolution of the receiving organs, which led to sports specialties, in the sensory area: the "ice feeling" - the skaters (the way they make noise on the ice), "the sense of the flight" After the noise created by the air in flight, which allows the appreciation of its own speed), "water sensation" - to swimmers and nautical sports (appreciation of water resistance during swimming or rafting), "ball feeling" - to football players, Handball, Basketball, Volleyball, Rugby, etc. (it is characterized by the ability to correctly estimate the weight, the elasticity of the ball at the time of its orientation and movement).

This aspect, however, presupposes the "sense of distance" of the "gate", "of the basket", which is a special perception of the spoilers. The development of the hand as an effector organ, eye-hand coordination, has a certain significance in sports activity, namely to respond to rational orders (brain) through the most complex sports skills, which qualitatively outperforms any animal organism.

2. Theoretical Background

The resumption of the modern Olympic Games in 1896, the impetuous development of sport in the last decades of the second millennium, confirms the concerns of the human society in the field of sports performance. Sport and the Olympic movement have thus emerged as elements of the socially integrated bio-psychic development and improvement. On the threshold of the third millennium, the sports performance is part of the basic (philosophical, economic, political, social, educational, etc.) units of the development of human society. These mutations have profound implications in the selection strategy of training individuals with potential for sporting performance. The improvement of talent in the performance of human psychomotricity is a complex field of great dynamism that requires solutions, organizational systems, and new training methodologies based on multiple information, research, theoretical synthesis and the capitalization of a huge material from the sporting practice of success.

At the border of 2000 to a century from the inauguration of the modern Olympic Games and in the perspective of the first decades of the third millennium, the sports resonance result has the following characteristics:

- is considered an international prestige factor of a nation;
- are an element of attracting global sympathy and social contact with many beneficial implications;
- is considered as a factor of alignment of a people with the requirements of human civilization;
- determines governments and parliaments of a country (regardless of political orientation) to get involved directly by providing strategic and material support to performance sports;
- requires that "big" and "small" states, regardless of their degree of development and geographical reach, throw "everything" in the fight for medals in sports matches of particular interest.

The context in which world-class sports performance has changed has become increasingly complex and increasingly difficult. The causes I can remember are:

- the value of competitors is constantly growing, contest requests are at the limit of human possibilities and recordings are always outdated;
- in the big competitions, "favorites" (individuals, teams or nations) disappeared by equalizing the competitive potential, doubled at the same time by increasing the number of candidates for supremacy (in 1996, 19

countries were participating in Athens and at the Olympic Games in Atlanta, over 190 states);

- winner's victory is surprising and occurs at very small value differences, second fractions, small centimeters, hundreds of points, tight scores, uncertain endings, photo decisions, forced tie-breaks as a tie-break , play-off, golden goal, kick from 11 meters;

- from a socio-economic point of view, the democratization of societies and the development of the market economy has altered the organizational concept in high-performance sport.

The sports contest is redeemed in a show management system that engages large organizational, financial, sponsoring, advertising, commercial, tourism, TV broadcasting, etc. With fabulous business figures but with profitable profits. Under these conditions, the acquisition and performance of sporting performance become a stand-alone profession. The "professional" concept generalizes and "makes the law" in the struggle for supremacy.

In 1991, the "NEW OLIMPIC BOOK" was adopted, canceling the differences between "amateur" and "professional" promoting the "competitor".

The company's decision to invest large financial resources in training and displaying sports performance capabilities has triggered the "psychological self-interest", attitude and motivation to achieve rewards, prizes, and assurance of a higher social integration status.

The performer's personality is reconsidered. The athlete is treated as a member of the society who takes directly and personally the risks and sacrifices required by the great performance but at the same time the glory and reward of individual work. By fulfilling something society needs, the performer's efforts are justified, and the reward for these efforts is accepted as a moral and material duty of the society that sent the individual to the sporting sports area.

The overall progress of mankind is largely due to the remarkable results of performer's performances; although group performance is also important, especially in quantitative terms, the great mutations of mankind in its entire range of concerns are primarily due to performers.

It is important to note that human receptors, effector organs, and nerve mechanisms are of major importance for the psychology of physical culture and sport. Only an evolutionary unit leads to significant, psychological changes. Thus, increasing the receptor without its correlation with cortical nerve processes or increasing the efficiency of the effector due to innate species mechanisms and without brain training, remain of no

particular psychological importance, with an exclusive interest in the level of anatomy-morphological analysis, or mainly, the neuro-functional one.

Physical education and sports science are multidisciplinary in its turn, being a border area between the biological and social, is the close relationship of partial dependency as anatomy, biology, physiology, anthropology, sociology and psychology, science education. [16]

3. Argument of the paper

The aim of these works is to bring to the fore that the great athletic performers build their performances with both the physical and the psyche; one of the most surprising conclusions we have obtained statistically is the athlete's performance, although on high school and faculty benches have (only) achieved medium or even mediocre results after abandoning performance sports and devoting themselves to the profession, achieve high professional performance. What additional attributes the former performance athletes have to eliminate the initial professional gap; promotion in professional performance area? The answer is the following: moral qualities that are superior to those obtained in classical education and a reflexive tendency for performance.

Performance sport is today a means by which people assert their biological potential, a number of psychological qualities as well as educational and organizational efficiency. Victoria in prestigious sports competitions reflects not only the performance of athletes but also an indicator of the level of development of sciences that contribute to the improvement and maximization of human capacities. If on the one hand human sciences are called and contribute to the preparation or improvement of performance in sport, on the other hand, research in this field provides information and suggestions on human behavior under the most demanding conditions.

Sport is of major importance to society. Preserving and strengthening the physical and mental health of citizens, increasing youth vigor, returning and reducing illness, fighting against sedentary life, recovering labor as quickly as possible, are some of the goals pursued in this respect. But, perhaps, their formative valences are equally important: the occasion of manifestation of sociability, the education of personality traits such as self-control, perseverance, sacrifice, or even originality and creativity, adding that sport is a wonderful The occasion of manifestation of the joy of living, we can say that these activities fulfill the personality and contribute to its development on multiple levels.

It is known that much of the characteristics of the human body are hereditary, therefore, transmitted through the hereditary program. At the same time, functional structures, superior neurophysiological mechanisms, and the entire behavioral behavior of the athlete are acquired, acquired during sports training. "Good health is largely self-controlled and can be prevented by (...) positive lifestyle habits." [14]

The structure of the hereditary elements forms the genotype. On it, the environmental conditions are very early, setting up the phenotype, a complex structure of the elements and attributes acquired in interaction with the hereditary genotypic ones.

A number of biological attributes of the athlete, such as the body structure, the shape, and position of the upper and lower organs, etc., are considered to be of hereditary origin. Other organic characters and physiological processes, so intimate to sportsmen such as pulse, blood pressure, are equally hereditary and acquired, due to the environment in which the individual develops.

The studies dedicated to the knowledge of the personality are more prevalent in the sports contemporary psychology. For the high performance it is necessary to have not only motor qualities, of high level, but also personality features consistent with exigencies and the psychical pressure generated by the sportive competition. [8]

Table 1. The relative contribution of heredity and environmental factors in the development of the athlete (after H. Sorenson, 1964) [12]

The area in which development takes place	Heredity	Environment
In the area of growth and physical development	Determines the height, shape of the head, the structure of organs, nervous system, limits of sensory-motor development. Athlete's motor skills and athletic skills can be considered as hereditary.	Hereditary data may be distorted under the conditions of an inappropriate environment. Good health is provided by the practice of public health, eating conditions and hygienic practices that influence the growth and strengthening of the body of the coat.
In the area of intellectual development	Individuals are born with a wide range of general mental possibilities and differentiated potentials.	Good environmental conditions are required to make the native provisions (skills) as close as possible to the optimal level of capabilities.

<p>In the area of the emotional sphere of personality</p>	<p>Although the circumstances of life and the individual experience of athletes have a dominant influence, emotional stability depends largely on the innate structures of the nervous system, the glandular system, which may predispose more than others to emotional instability.</p>	<p>In a calm, friendly and well-organized environment, both in the family and in the sporting environment, the probability of emotionally unbalanced athletes (in difficult times of competition) is lower than the situation where brutality and severity dominate.</p>
<p>In the area of attitudes, beliefs, and values</p>	<p>The position in sports life through the awareness of their own capacities, which are based on native predispositions, only directly and thus to a small extent depends on the hereditary data.</p>	<p>Attitudes, beliefs, ideals, the sporting scale of the sport develops within the sports life and activity, depending on the achievements. They are part of the socio-cultural-sporting environment and are influenced by personal experience, hiring each athlete in this environment.</p>

Regarding the psychic attributes, they are won, heredity giving the athletes general, wide-ranging, polyvalent provisions such as: the plasticity of the nervous system, the complex structure of the analyzers, a certain balance between the excitability of the nerve cell and its resistance to excitations, the mobility of the nerve processes, etc., even if at birth we have a bunch of precise instincts (defence, grip, etc.) that impulse to move, the proper way of making the move is to be learned.

Functional structures are developed in conditionally reflexive athletes based on instinctual energy and, therefore, unconditional reflexes trained in an appropriate sporting practice.

The concern to describe and explain the immense variety of human behaviors is very old. Ever since antiquity, it has been noticed that people are not the same way of behaving, although they can have common ideas, feelings, desires, and aspirations. Thus, for example, in terms of the intensity of psychic feelings, people differ from one another: the emotion of joy or sadness is lived intensely by some, compared to others who are differently different. In the face of the obstacles in life, some people mobilize all their forces, while others are discouraged, and in dangerous situations, some show courage and boldness, while others show fear and even cowardice. Then, changing ordinary life situations, some disturbing them while others do not influence them.

To achieve the great performance, not only certain attributes are sufficient, but they compete with a number of factors such as the longitudinal dimensions of the body and body segments, body weight, thorax perimeter, etc., in a word the somatic aspect, the qualities Motors and psychological factors. [1]

The directions in which the athlete's mental training is made consist of the components of the human psychic system. The sides of this training are psychometric, intellectual, affective, volitional training and the formation of personality components. [11]

All these show the existence of the individual, very significant psychological differences between people. Thus, we can talk about:

- strong temperament: In the context of the discussion, the athlete maintains a high level of activity in long and intense conditions, even if there is a decrease in the moment of effort, having the power to restore it immediately. In difficult situations it mobilizes, maintains its emotional tone and emotion, and is not influenced by insignificant aspects to attract attention;

- balanced temperament: The athlete has a quiet behavior, even in difficult moments of sporting competition. Without great effort, he masters his reactions, he is constantly in training, without great oscillations of progress and regressions in sports activity; Without great effort, he keeps his reactions constantly in training, without great oscillations of progress or regression in sports activity.

- mobile temperament: the athlete has the ability to react quickly and appropriately to changing situations, easily renounces old stereotypes that no longer meet new conditions, adapts easily to new conditions and people. Without difficulty, it moves from rest to effort, as well as from one form of activity to another. Equally well is the ability to feel emotions and feelings that express themselves intensely. It is capable of rapid memory, with a high rhythm of the motor and verbal activity.

In this context, we can talk about the following types of temperamental portraits:

- blood temper: it is based on the strongly balanced nervous system type. The general arrangement is joy and optimism; he likes to face the unknown, he wants to be the first, opening the road, and his motor activity is characterized by voices and dynamism, the motor movements are carried out equally, economically and decisively, which gives them a certain beauty.

Emotional reactions are controlled, show emotional attachment to teammates, easily establish friendships, have a wide circle of acquaintances and friends, although they are not characterized by great emotional stability towards others.

Also, verbal reactions are abundant, fluent, clear, with accents and correct intonations, accompanied by gestures, expressive imitation, and prominent emotional coloring. She likes to colorfully tell about sports.

In the activity of learning and sports training, it is efficient, learns with great ease, finds answers in the answers suitable for the exact presentation of ideas. It manifests the tendency to be original in its responses, and the behavior in its group is characterized by sociability, communicative, friendly, and well-expressed sense of humor which makes it pleasant, agreeable, giving the tone of a favorable psychological climate.

In the event of failure, he is not beaten, persists, resumes work, encouraging himself and carrying out the task.

- choleric temperament: it is based on the strongly unbalanced mobile nervous system type. For lack of self-control, choleric loses its patience waiting for his turn, shakes himself, he does not find his place, the motor activity is characterized by a lack of coordination in movements, by uneven pace in activity and by the impatience to carry out the activity in the end.

Motor reactions are abundant and uncontrolled, consuming energy unnecessarily, and when it is wrong, it gets nervous. Emotional reactions are powerful, explosive, unstoppable, and much externalized. Speedy, unequal, oscillating intonations, very expressive, with vivid accents and rich emotional coloring.

In learning, they are well-behaved, they make inadvertent mistakes. In sports training, he falls with all his passion and dedication, but because of the uncontrolled motor reactions, he exhausts his energy unnecessarily, thus setting up a negative mood.

The sporty collector, he hardly performs his activity, demands a lot of pain, accuracy, slow, slow, slow-moving operations; he will apologize suddenly, hasty, with jerky movements, and in everything he does, show the tendency of self-overvaluation and underestimation of pregnancy, abandoning activity when failures accumulate.

- phlegmatic temperament: it is based on the strongly inert balanced type of nervous system. Because of low mobility, it has difficulty adapting to changing situations. The inertia of nerve processes is highlighted in the slow-moving motor activity, but with precision, the movements are held back, slowed, and in new situations, they react with delay. Gestures and words are almost absent.

Emotive emotions have a deleted character. He controls his emotions, acts, and desires. Feelings are persistent without being much exteriorized. The language of the phlegmatic is slow, the rhythm of slow

speech, with logical pauses and without pragmatism. During the replies, they control their words well.

In learning, he or she answers better in writing than oral, without any initiative, but is always ready to answer, if the situation demands it, with respite time, thinking and verbal formulation of the answer. It remains to be seen, no matter when he succeeds, he sketches only a smile; Is a quiet guy, always equal in work, very diligent, and persevering.

- melancholic temperament: he has the weaker type, with low resistance to long efforts, tired quickly, so he does not even have a good mood. In new, unusual situations, it exhibits a reflex uncertainty of natural caution. (Pavlov)

Motor reactions are limited, they have a quiet code, no excessive movements. In general, his motor reactions are unsafe, unloved. It faces difficulties in forming motor skills. He is visibly excited before the sporting competition.

Emotional reactions are devoid of expressiveness because the melancholic is closed in itself. It is susceptible and easily impressive; Offences and annoyances live painfully and make them out through tears. The language is poor, low verbal flow, uses simple grammar constructions, slow speech is slow, inexpressive speech, lacking emotional color. Representatives of this temperament face learning difficulties require a greater number of rehearsals and returns for the thorough acquisition of theoretical knowledge and the formation of motor skills.

In the event of failure, it loses its temper, it crashes, the coarse tone of the coach inhibits it, needs courage, and in critical moments it is silent and gives signs of fatigue. Characteristic of this is the well-expressed trend of over stimulation of pregnancy, but also of personal under-appreciation. Hence nervous strain, excessive mobilization, mistrust in your own forces, shyness and retreat, self-closing.

Knowing temperamental particularities is of particular importance for the proper selection of future athletes and their orientation towards those sporting disciplines for which they have appropriate temperamental inclinations because each sporting branch has well-differentiated requirements towards athletes.

Thus, in training the athletes, the coach has to capitalize on the positive temperamental qualities and helps the athletes overcome the negative ones. Therefore, in athletes who represent the choleric temper, the coach will follow the formation and development of the limiting mechanism, the inhibitor, the one that determines the self-control. It will require calm but persevered, accuracy, and finality.

In the case of melancholy temperament, athletes will insist with encouragement, with tact and sensitivity, because the harsh tone and categorical demands inhibit them.

And the phlegmatic athletes have to pay attention to the trainer, although they are quiet, they see their work, they are calm, obedient and persistent at work. They need to cultivate mobility, activism and a constant interest in sports activity so that they cannot get into indolence and indifference.

6. Conclusions

The most important aspect of the use of positive temperament athletes is the formation of their own style, consistent with their temperament, thus representing the individual system of procedures and modalities of action that is characteristic, appropriate and appropriate for the achievement of the best sports performances. The athlete usually adopts such technical and tactical procedures that correspond to the highest degree of his temper, but he does not always adopt them consciously.

The basis of self-regulation is the ability of the athlete to self-knowledge-self-knowledge by observing his or her own conduct and states, by critically analyzing his deeds and thoughts. Self-regulation activity has the characteristics of a command and control system that involves and encompasses such steps as control, activation, improvement, balancing, restructuring, compensation, correction, etc., to which the confirmation of efficiency is done by feedback) Of the social type (comparison of the results with the proposed model) [10]

In the case of non-motivation, concentration, self-esteem, perseverance, performance, self-satisfaction is diminished. [2]

Physical education is a permanent source of talent for performance sports because in the lessons organized at school there are also students with special skills, who can then be integrated into the groups of performance. [16]

The coach's task here lies in the ability to judge judiciously the methods used and to help athletes discover and form a conscious and creative sporting style of the qualities they are endowed with.

The formation of personality components is the central concern of all educational factors, including the coach. [9]

All educational work aims at educating personality and, ultimately, character. Student activity in physical education lessons and in sports can greatly contribute to the formation of the main features of character,

especially those of will and moral traits that are required especially in the specific relationships of different games and sports. The physical education teacher is required - in relation to other specialties - to be more knowledgeable in the direction of psychological counseling of pupils and pedagogical leadership of the class college in actions organized outside the didactic process, in connection with the selection of those endowed for performance and in the sense of individualization of instructive-educational activity.

Student's knowledge thus emerges as a necessity of utmost importance for ensuring the efficiency of the instructive-educational process, responding to concrete and multiple needs, of which I mention a few:

- to know the specificity of the age and gender peculiarities, for the general orientation of the pedagogical process;
- setting the purpose, choosing the means of training, selecting incentive paths and so on; In other words, the adaptation of the school educational regime to the individual peculiarities of pupils in order to obtain the maximum efficiency;
- structuring and crystallizing the personality in accordance with the "model" of social requirements;
- development of the desire and possibilities of self-knowledge for students, and based on this, the need for self-education and self-training;
- the individualization of the instructive-educational process, both in terms of individual treatment and the aspects of the harmonization of individuality with the social requirements of the school and professional activity of the pupils, as well as with the specific content of the instructional-educational process;
- school and professional integration through the knowledge of skills, interests, and motivation, and their education in relation to the directions of the manifestations and in harmony with the social requirements.

The idea is the motivation; it gives purpose and acts as a binder that harmonizes the entire composition. Without a goal, the result is just an arrangement of techniques or drawings that lack a focus. An idea gives a point of interest to viewers; They appreciate a number in the extent to which they can react to it. The character and mood of the idea give the composition substance and meaning. [13]

References

- [1] Anton M. (2015). *Theorie et pratique de l'athletisme (cours mis a jour et traduits-licences et masters)*. Didactic and Pedagogic, Bucharest, p.192;
- [2] Anton M., (2012). *Les determinations de la motivation en athletism*. International scientific session „Physical education and sport healthy life style boost factors”, April 6th, Bren Edition, Bucharest, p.102;
- [3] Kremer Y. (1991). *Psychology and Sport; Past, Present and Future?* in „The Psychologist Sport”, vol.4, April, p.147-151;
- [4] Kramar M. (1997). *Psihologia culturii fizice si a sporturilor*. [Psychology of physical culture and sports.] Foundation „Vasile Goldis” Edition, Arad;
- [5] Maslov Y. (1970). *Motivation and Personality*. Harper and Row, Edition No.2, New-York;
- [6] Miclea V., S. (1994). *Psihologia cognitivă*. [Cognitive psychology.] „Gloria” Edition, Cluj-Napoca;
- [7] Piaget J. (1971). *Biologie si cunoastere*. [Biology and cognition.] „Dacia” Edition, Cluj-Napoca;
- [8] Potop V. (2006). *Motor learning and transfer in performance artistic gymnastics*. New York: Denbridge Press, p. 64-73;
- [9] Potop, V. (2014). *Teoria și practica în gimnastica artistică*. [Theory and practice in artistic gymnastics.] Discobol Edition, Bucharest, p. 45-47.
- [10] Smîdu N., (2015). *Self-regulation - a way to optimize athletic performance*, Marathon: Revista științelor motricității umane vol.7, nr.1, ASE Edition, Bucharest;
- [11] Smîdu N., (2008). *Capacitatea psihică a jucătorului de volei*. [The mental capacity of volleyball player's.] The international session of scientific communications: „Calitate și eficiență în domeniul activităților corporale, Bucharest University, Bucharest;
- [12] Sorenson H. (1964). *Psychology in Education*, Mc. Graw Hill, p. 116, New-York;
- [13] Stan E. A., (2012). *The aesthetic characteristics of synchronized swimming*, in The international session of scientific communications: „News, context and trends in the field of physical education and sport sciences”, University of Bucharest, Department of Physical education and sport, Bucharest;
- [14] Stan E. A., (2013). *Inot terapeutic si recreativ*. [Recreational and therapeutic swimming.] Didactic and Pedagogic Edition, Bucharest, p. 5-6.
- [15] Toma Urichianu S., (2014). *Fundamental physical activity in middle school*, Ecological University of Bucharest, Faculty of Physical Education and Sport, International Scientific Communications „Physical education and sport, healthy lifestyle boost factory”, Ed. Printech, Bucharest, p. 5-12;
- [16] Toma Urichianu S., (2012). *International Conference „Perspective in stiinta motricității umane”*. [Perspectives in Human Motricity Science.] Babes-Bolyai University, Physical Education and Sports Faculty, Cluj-Napoca;
- [17] <http://users.atw.hu/liracop/Filosofie%20si%20Personalitatea....htm>