

3.2. The role of divergence of inspection in the selection of coping strategies and personality life

It is impossible to actively counteract the negative effects of stress today without taking into account different adaptation characteristics of the person and studying the strategies of co-behaviour, aimed at the development of effective strategies for overcoming stressful situations. In this context, studies of creative potential of the person, its characteristics of creativity in relation to hardiness and basic coping-stress behavioural strategies are of great importance. Adaptive abilities of a person are evaluated through an assessment of the level of development of psychological characteristics that are most significant for the regulation of mental activity and the process of adaptation itself. The higher the level of development of these characteristics, the higher the likelihood of successful adaptation of a person and the more significant the range of factors of the external environment to which he can adapt. These psychological features of a person make up his personal adaptive potential. One of the specific manifestation forms of personal potential – is a problem of overcoming personality unfavourable conditions for its development.

The ability to creativity expands the possibilities of developing a personality and perfection of any activity (D. B. Bogoyavlenskaya, E. de Bono, J. Gilford, A. N. Luk, A. M. Matiushkin, Ya. A. Ponomarev, D. V. Ushakov, V. D. Shadrikov). Creativity is the global theoretical problem of psychology, in which all its key issues are reflected in its special refraction: cognitive processes, personality, physiological basis, sociocultural sphere (A. B. Brushlinsky, L. L. Gurov, A. N. Leontiev, V. A. Mazilov, E. P. Torrance, J. Wallace, E. L. Yakovlev and others). Increased attention is paid to creativity and contemporary social psychology: a transitive society implies a certain "social order" on a creative person who can offer non-standard and effective solutions (V. V. Kozlov).

There is a great number of factors in which creativity is manifested. A product of activity is considered to be creative if it is both new and adequate in relation to its task, and this problem cannot be solved by some kind of advance known algorithm. In the context of the problem of creativity we can distinguish between productive and reproductive thinking. Reproductive thinking, as a rule, goes according to a predetermined path and relies on specific standard schemes and methods of finding the answer. Productive thinking is aimed at creating new content (production of new ideas, creation of works of art, etc.), or suggests finding a new way of solving familiar problems.

J. Gilford distinguishes two types of productive thinking: divergent and convergent. Divergent thinking is such a thinking that is able to go in different directions. It is not limited to the specified facts and sometimes leads to totally unexpected results. The peculiarity of the final product of such thinking is the unlimited variety of possible answers. Convergence thinking is a thinking which leads to one solely correct answer. However, such thinking is offset by the usual reproductive topic, which is based on the ability to deviate from the standard decision schemes. This is the thinking of inventors who are able to find the only, most simple and correct solution based on the given conditions. The success of solving the problem here is not determined by the known algorithm, but the pain is that if we use habitual models, then the answer will not be found [3, p. 40].

Divergent thinking is actualized at the early stages of solving the problem, while the convergent on the late stages. In this case, divergence is replaced by the actualization of individual zones of the semantic space. There are three indicators of divergent thinking: fluency, flexibility and originality. The fluency of thinking manifests itself as the wealth and diversity of ideas and associations arising from the very insignificant stimulus. Flexibility of thinking manifests itself in the expedient variation in the methods of action, in the ease of rebuilding knowledge in accordance with the requirements of the task, in switching from one habitual action to another, from the direct course of action to the inverse. Under the originality it understands the unusual

way of thinking, its repeatability and evaluates the frequency of occurrence of responses in the sample [9, p. 28].

Coping is one of the prerequisites for maintaining mental health, improving the quality of life and mental well-being. Its main function is to adapt the person to difficult life situations. At the same time, coping helps to master the personality of the situation, weakens and mitigates its negative impact.

S. Folkman and R. S. Lazarus defines coping as cognitive and behavioural attempts to control specific external and / or internal requirements that are valued as causing tension or emergency for human resources [16, p. 189]. Cohen F. believes that coping can be regarded as a system of dispositions, like a style or as an episodic behaviour. According to the first approach, coping is a definite type of behaviour in different stress situations, i.e. personality behaves in a definite way, using at the same time typical methods for overcoming complex life situations. Coping understood as a style, is a complex behaviour, depending on the personality and environment, as well as their relationship. In this case, the coping will represent the result of the creative adaptation of the person, which, on the basis of his peculiarities and peculiarities of the environment, creates his own way of coping with the situation. Finally, if the coping is understood as episodic behaviour, then within the framework of this approach Cohen F. proposes to explore how a particular person overcomes a particular stressful situation. However, as the author himself notes, such a method does not allow us to obtain a stable forecast as for how the individual will use (and will) the methods that he has mastered in new situations in the future [14, p. 229].

Coping strategies in the context of human life are an important condition for overcoming the "turning points" of life. At the same time, they can be designated as "a particular case of an individual life strategy", and the copy process is a "situational modification of the life style" [8, p. 56]. Thus, coping strategies can be manifested in three areas: assessment of the situation (focusing on the assessment), solving the practical problem (focusing on the problem) and own emotional state (focusing on emotions).

In his classification, R. Lazarus and S. Folkman identified two main types of strategies – problem-oriented and emotionally-oriented coping. The first one is connected with attempts by the person to improve the "man-environment" relationship by changing the cognitive assessment of the situation. The second one is aimed, in the greater part, at reducing the physical or psychological effects of stress through thoughts and actions. The most effective (adaptive) type, according to most scientists, should be those coping strategies, which are "activity", by their nature, a positive consideration of the problem, i.e. are directed specially to the resolution of the problem situation [16, p. 190].

The classical copy-taxonomy proposed by Perret and Reichert organizes the actions and reactions of co-ordination by their orientation: 1 – on the situation (active influence, withdrawal, and passivity); 2 – on representation (search or suppression of information); 3 – for evaluation (giving meaning, revaluation, changing the goal) [6, p. 114].

There exists a sufficiently detailed classification, based on an integrated model of coping behaviour. There are two groups of copy strategies: behavioural and cognitive

Behavioural strategies are subdivided into three subgroups:

1. Situation-oriented behaviour: direct actions (discussion of the situation, studying the situation); search for social support; "Withdrawal" from the situation.

2. Behavioural strategies focused on physiological changes: the use of alcohol, drugs; hard work; other physiological methods (pills, food, sleep).

3. Behavioural strategies focused on an emotionally expressive expression: catharsis; containment and control of feelings.

Cognitive strategies are also divided into three groups:

1. Cognitive strategies aimed at the situation: thinking about the situation (analysis of alternatives, creation of an action plan); developing a new look at the situation; acceptance of the situation; distraction from the situation; inventive mystical resolution of the situation.

2. Cognitive strategies aimed at expression: "fantastic expression" (fancing about ways of expressing feelings); prayer.

3. Cognitive strategies aimed at emotional changes: reinterpreting existing feelings [15, p. 668].

Having investigated the interrelations between creative thinking and coping, N. S. Colienko discovered that creative thinking is a coping resource in adolescence, expanding the "repertoire" of coping strategies that allows more difficult and productive ways to overcome life's difficulties, being guided by situational and personality features due to finding original ideas, the ability to offer and consider a multitude of solutions, instead of one, flexibly move from one strategy of action to another. Within the study, there were revealed differences due to sex dimorphism: in the indicators of socially oriented coping strategies (the search for social support is often preferred by girls, "professional help" – by young men), productive ("the positive focus" is much more commonly used by young men) and unproductive "disunity", "discharging", "distraction" are more often used by girls, and "active rest" – young men). Also N. S. Colienko found that girls had higher verbal originality rates thinking and non-verbal elaboration, while in young men, these indicators of non-verbal flexibility and fluency are higher; girls are more likely to substitute genuine interpersonal trust in faith (affection) [7, p. 26].

Studies by N. E. Vodopianova point out that individual with high creative potential is more likely to use diverse and effective coping strategies that help to withstand psychological stress and mental burnout [2, p. 105].

On the basis of quantitative and qualitative data analysis I. V. Malyshev showed that more than 80% of studied individuals with high personal creativity and an indicator of the general level of creative potential of the person occupy a leading position in the structure of coping behaviour by a strategy aimed at solving the problem. These results confirm the correlation between the studied phenomena and the typological analysis of students with high and low levels of creative potential of the individual. The creative potential of the individual, which is expressed in the factors of personal creativity ("predisposition to risk", "curiosity", "complexity", "imagination", total score), and its level substantially affect coping behaviour and are closely interrelated with the strategy of copy-oriented on the solution of the problem (the results of correlation and typological analysis). The high level of creative potential found in a large number of students plays a decisive role in the formation of an effective model of coping behaviour in a stressful situation ("strategy for solving the problem"). In its turn, in students with a low level of creativity, the leading position in the structure of coping is taken by less effective strategies of behaviour ("orientation towards avoidance", "orientation towards emotions") [8, p. 60].

The attitude and ability to experience difficult life situations characterize hardiness. Hardiness is positively associated with adaptive copying mechanisms and negatively – with maladaptive copying strategies. Significant correlations of components of hardiness is "involvement", "control" and "risk taking" – are revealed with indicators of constructive copying of strategies, decision making in a situation of uncertainty. Focusing on problem solving, copying support and avoidance strategies turned out to be mediators of the relationship between the psychological quality of life-span and the disease-health indicators [11, p. 15].

It is important to note that the concept of "hardiness" is not identical to the notion of coordinating behaviour. The strategy of coping is the reception, the action algorithm, which is customary and corresponds to the personality and individual peculiarities of a person, while hardiness is a personal quality, the setting to overcome, activating the properties of the psyche for the solution of this task. Since the modes of coping behaviour are closely related to personality

properties and certain types of them correlate with a high level of vitality, it is interesting to dwell on their consideration.

In the interpretation of R. Lazarus and S. Folkman, coping with life's difficulties is associated with a constant change in the cognitive and behavioural efforts of a person "with the aim of controlling specific external and internal requirements that are assessed by them as subjects who test him or exceed his resources" [15, p. 666].

In psychology, there are two main ways in which psychological factors influence stressful situations: 1) an assessment of a situation makes it possible for a person to question whether he is able to cope with stress and whether this is a threat to him. 2) the impact on the human reaction, the most optimal way to overcome a stressful situation [14, p. 240]. Hardiness has an impact on the assessment of a situation, a person ceases to perceive stress as a threat or danger, because convictions give the person the opportunity to realize the possibility of changing the situation and give confidence in themselves and their forces, as a result, hardiness provokes active deeds to solve the problem and overcome it. Under the influence of viable beliefs, a person begins to realize the surrounding reality from the positive side, the events around it are perceived optimistically, which indicates involvement. Thus, in the works of domestic researchers it is noted that hardiness of the personality is: a certain resource, potential, a psychological property of the person; integral ability to social-psychological adaptation [11, p. 8].

Having analyzed, V. S. Chernyavskaya and V. B. Shabanova revealed the existence of a high closeness of the negative correlation between creativity and hardiness in adolescence. The data obtained from them testifies to the authenticity of the connection between creativity and hardiness, that is: the higher the level of creativity, the lower the level of survival of the adolescent. It turned out that teenagers with higher levels of creativity possess less level of hardiness. They have difficulty using internal resources to find the very basis for their ability to cope with the difficulties of life. In a case that a person has a level of creativity in the category of "medium", then abilities and aspirations may well help him to develop a higher level of creativity later on. The average level hardiness shows the ability of adolescents to cope with themselves in stressful situations, they are able to control themselves and their emotions in certain situations. Teenagers with high level of creativity, characterized by helplessness and detachment. They tend to experiences, contemplation, disappointments, and the desire to skip all "through themselves," in this regard, they are more difficult to tolerate stress and are subjected to depression, which corresponds to a lower level of hardiness [13, p. 7].

While studying personal helplessness, D. A. Tsering revealed a direct correlation between the level of divergent thinking and the level of hardiness. High levels of divergent thinking (high level of creativity, high divergent productivity, flexibility of thinking, optimistic attributive style) in independent teens with a high level of hardiness in stressful situations provide stable coping with stress and perceiving them as less significant. Hardiness of independent teens gives them more strength, motivates to realization, leadership, a healthy image of thoughts and behaviour. It gives them the opportunity to feel meaningful and valuable, to solve life's problems actively, despite the presence of stressful factors [10, p. 26].

L. V. Drobinina has studied the relationship between creativity and hardiness. The obtained data indicate that there is a moderate positive correlation between the parameters of the hardiness: involvement, control, risk and the final indicator of survival with the total indicator of the method of personal creativity. At the same time, the most vivid indicators of personal creativity associated with indicators of hardiness are curiosity and complexity, and to a lesser extent, the tendency to risk. The results of the study indicate that people, who have a wide range of knowledge, skills and abilities, are involved in life events, feel in themselves and are motivated enough to self-realization and leadership. Feeling their meaningfulness and value, they are fully integrated into the solution of life's tasks and show creative activity. Along with this, the involved

people, who also have self-control, do not fall into a state of helplessness and passivity in response to changes occurring in the surrounding world. On the contrary, they can be activated and look for a variety of ways to solve the problems. They are ready to take risks, making decisions without guaranteeing success and learning from their mistakes. They have divergent thinking, they are capable of defending their ideas, which they are trying to implement, and are set on the fact that even failures can be useful. These people are obviously inclined to believe that if failures happen, then they should not be fixed, but you must take a useful lesson from them. Thus, the researcher formulates the conclusion on the combination of such personality characteristics as hardiness and personal creativity [5, p. 62].

While studying the hardiness, creativity and adaptability of athletes-football players, V. G. Tsoi has showed that athletes discovered significantly more interconnections between different scales of personality creativity and hardiness. "Involvement" has a positive correlation with such scales as "Prickness to risk" and "Feeling". The more the athletes-football players express such personality traits, such as the interest in learning new information and the propensity to take risky and quick decisions, the higher the level of "Involvement" – a characteristic that reflects the ability of the person to focus and direct the forces to the solution of various life tasks, even under the influence of stressful factors. He also noted that the indicator of general personal creativity and such scales as "predisposition to risk", "curiosity", "difficulty" have a positive correlation with such a scale of life stability as "risk". Proceeding from this, V. G. Tsoi claims that the higher the level personal creativity, the more open to the world a person is and less expressed fear of stressful life situations, because he perceives them for granted and uses them for their own self-improvement. And, finally, the "Total Hardiness Index" correlates with the "Inclination to Risk" and "Curiosity" scales. Thus, the personal creativity of athletes-football players has a direct correlation with the hardiness, which, in the opinion of S. Maddy itself, reflects the level of mental health of a person [11, p. 48].

Today, creativity is increasingly perceived as a component of social progress. The ability to innovate begins to gain more importance than the reproduction of ready-made forms. At the same time, researches in the direction of studying the role of creative abilities in increasing the effectiveness of co-operating behaviour are few and ambiguous.

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