

WAYS OF ACTIVATING PSYCHOLOGICAL RESOURCES AND DEVELOPMENT SKILLS IN THE CONTEXT OF POSITIVE PSYCHOTHERAPY

MARINE AYVAZYAN

Armenian State Pedagogical University named after Khachatur Abovyan
Department of Applied Psychology, Lecturer

marine.ayvazyan@edu.isec.am

DOI: 10.54503/2579-2903-2025.2-48

Abstract

The article examines the possibilities of activating and developing psychological resources within the framework of the theoretical approach of positive psychotherapy. The focus of the analysis is on the primary (innate) and secondary (acquired) abilities of the individual, which are considered as the main mechanisms for ensuring self-realisation, adaptability and mental stability. The theoretical analysis presented in the article is based on a combination of ideas from various psychological perspectives, focusing on the manifestation of a person's potential, activation of internal resources, and their interconnection. Positive psychotherapy as a method offers tools for identifying and reinterpreting resources. Today, when the uncertainty of the external world, socio-cultural changes and various stressors deeply affect the psyche of the individual, the problem of psychological resources becomes an urgent and purposeful subject of discussion. In this regard, the conscious development and use of resources can significantly contribute not only to maintaining mental stability, but also to effective social adaptation, professional stability and improvement of the quality of life.

Keywords: Psychological resources, primary and secondary abilities, personal growth, self-awareness, value system.

ՀՈԳԵԲԱՆԱԿԱՆ ՌԵՍՈՒՐՍՆԵՐԻ ԱԿՏԻՎԱՅՄԱՆ ՈՒՂԻՆԵՐԸ ԵՎ ԶԱՐԳԱՅՄԱՆ ՀՆԱՐԱՎՈՐՈՒԹՅՈՒՆՆԵՐԸ ՊՈԶԻՏԻՎ ՀՈԳԵԹԵՐԱՊԻԱՅԻ ՀԱՄԱՏԵՔՍՏՈՒՄ

ՄԱՐԻՆԵ ԱՅՎԱԶՅԱՆ

Հայաստանի պետական մանկավարժական համալսարանի
կիրառական հոգեբանության ամբիոնի դասախոս

marine.ayvazyan@edu.isec.am

Համառոտագիր

Հոդվածում ուսումնասիրվել են հոգեբանական ռեսուրսների ակտիվացման և զարգացման հնարավորությունները՝ պոզիտիվ հոգեթերապիայի տեսական մոտեցման համատեքստում: Վերլուծության առանցքում են անհատի առաջնային (բնածին) և երկրորդային (ձեռքբերովի) ունակությունները, որոնք դիտարկվում են որպես ինքնաիրացման, հարմարվողականության և հոգեկան կայունության ապահովման հիմնական մեխանիզմներ: Հոդվածում ներկայացված տեսական վերլուծությունը հիմնված է տարբեր հոգեբանական ուղղությունների գաղափարների համադրման վրա՝ ուշադրություն դարձնելով անձի ներուժի դրսևորման, ներքին ռեսուրսների ակտիվացման և դրանց փոխկապակցվածության հարցերին: Պոզիտիվ հոգեթերապիան, որպես մեթոդ, առաջարկում է ռեսուրսների բացահայտման և վերափոխակերպման գործիքներ: Այսօր, երբ արտաքին աշխարհի անորոշությունը, սոցիալ-մշակութային փոփոխությունները և տարաբնույթ սթրեսորները խորապես անդրադառնում են անհատի հոգեկանի վրա, հոգեբանական ռեսուրսների հիմնախնդիրը դառնում է հրատապ և նպատակային քննարկման առարկա: Այս առումով, ռեսուրսների գիտակցված զարգացումն ու գործարկումը կարող են էապես նպաստել ոչ միայն հոգեկան կայունության պահպանմանը, այլև արդյունավետ սոցիալական ադապտացիային, մասնագիտական կայունությանը և կյանքի որակի բարելավմանը:

Բանալի բառեր՝ հոգեբանական ռեսուրսներ, առաջնային և երկրորդային ունակություններ, անձնային աճ, ինքնաճանաչում, արժեքահավաստում:

Introduction

In recent years, significant activity has been observed in the psychological discipline surrounding this topic, indicating an increase in its theoretical and practical value. Within the framework of various approaches, an attempt has been made to define, assess, and promote the mechanisms responsible for the effective use of an individual's potential. Psychological resources are

considered the internal abilities and mechanisms that enable an individual to withstand life's difficulties, overcome crises, and continue their personal and social development. These issues become especially important in the context of theories that focus not on eliminating disorders, but on revealing potential. One of them is positive psychotherapy, which enables you to focus on a person's strengths and build development and coping strategies based on that foundation. Positive psychotherapy, as a culturally sensitive and person-centred approach, allows you to consider psychological resources as internal forces that contribute to sustainable development. Within the framework of this theory, the harmonious development of two-layer abilities determines self-regulation, emotional balance, social adaptation and the implementation of life goals. However, when these abilities remain undeveloped or are suppressed by internal and external factors, emotional tension, obstacles to self-realisation, and a decrease in the effectiveness of vital activity arise. In this context, it is necessary to clarify the mechanisms by which these resources can be activated and developed. The article discusses the problem of promoting the interconnected development of an individual's primary and secondary abilities from the perspective of positive psychotherapy, considering them as factors that activate psychological resources and facilitate self-realisation.

Literature Review

The concept of “personal resources” emerged in scientific psychology relatively recently and was borrowed from economic theory and management. In recent decades, it has begun to occupy an increasingly important place in the psychology of the individual. Despite the use of the term in modern scientific theories, psychological research, and approaches to understanding its definition, classification, structure and functions are highly heterogeneous. It is considered, starting from psychological defence and behavioural coping mechanisms, and ending with concepts such as individual adaptive potential, stress resistance, and resilience.

Psychological resources are now viewed as multidimensional internal capacities of an individual that not only protect against stressful situations, but also contribute to the individual's personal growth and development of self-awareness. In this context, the three main psychological requirements of Self-Determination Theory (SDT)—autonomy, competence, and relatedness—are the key foundation for resource building; their provision is associated with the long-term activation of resources and the emotional and social stability of the individual (Liu & Huang, 2021). On the other hand, according to Broaden and Build Theory, positive emotions (regular examples: smiling, gratitude) expand the field of thought (“broaden”) and contribute to the accumulation (“build”) of resources, not only at the physiological, but also at the social and

psychological levels. This theory presents how pleasant emotions trigger upward spirals, promoting creativity, self-expression, and the development of resilience (Fredrickson, 2004; Fredrickson et al., 2021).

Earlier in 1971, Maslow said that all psychic resources of a person, according to their origin, are conditionally divided into external and internal. A person's external resources, which include forms of social or social-psychological support, presuppose the presence of their ability to utilise this support. Internal resources represent a person's personal potential, which is actualised with the help of some psychological tools.

In many approaches, such as Nalchajyan (1988), mental resources are considered in terms of their potential for human adaptation. Adaptive mechanisms allow us to cope with constantly changing environmental conditions. Due to the adaptive process. According to Berezin (1988), the optimisation of body systems' work and balance in the "human-environment" system is achieved.

D.A. Leontiev (2002) presents the main individual characteristic, the core of personality. The effects of personal potential in psychology are characterised by concepts such as will, ego strength, internal support, centre of control, and orientation of actions, among others. More precisely, according to D.A. Leontiev, the content of the concept of "personal potential" corresponds to the concept of "vitality" introduced by S. Madi (2005), which is defined not as a personal quality, but as a system of attitudes and beliefs. The author considers the concept of "vitality" as a basic component of the personality, which he considers an incomplete system with three components: involvement, control, and risk-taking.

Ya.V presents another approach to understanding the resource. In the research of Malikhina (2004). In her opinion, the individual (individual) preventive resource should be considered as a complex of individual abilities, the implementation of which allows maintaining the balance of adaptive-compensatory mechanisms, which ensures the mental, somatic and social well-being of a person, which, in accordance with the orientation of the individual, creates conditions for him to discover his unique identity and further self-realization. Belinskaya (2009) proposes that the situational characteristics themselves, as well as the interaction between the individual characteristics of the subject, play a decisive role. The latter consists of the formation of a complex cognitive assessment, including both the subject's interpretation of the situation and his ideas about it.

A. Antonovsky's (1984) observation that stress can be a salutogenic factor that can serve as the basis for new adaptive reactions is interesting. He proposed a salutogenic paradigm of psychological resources, which is focused on the study of cases of people who have successfully overcome stressful

situations. As a result, a person gains new experience through conscious strategic overcoming: personal growth, creative adaptation, effective use of energy, as opposed to sadness, pain, and unconscious defence mechanisms.

In the concept of Hobfoll (2004), loss of resources is considered the main mechanism that triggers stress reactions.

N. E. Vodopianova (2009) defines resources as the following structural components: emotional, motivational-volitional, cognitive and behavioural, which are used by a person to interact with a stressful situation, considering them as internal and external variables.

Moreover, Ivanitsky mentions the ability to “create integrated behaviour” and emphasises that the higher the ability to integrate behaviour, the more successfully stressful situations are overcome. We know that stress is a non-specific response of the organism to internal and external influences. A person’s stress resistance is a personal quality that consists of psychophysiological components. In the case of the latter, personal resources will play a largely decisive role in overcoming them (2015).

In our analysis and observation, the positive psychotherapeutic direction is central, which, with its dynamic approach, emphasises the issue of actualising the person’s internal resources.

The emphasis of this therapeutic direction is the principle of intercultural sensitivity, where it is proposed to focus on both differences and similarities. The well-known balance model focuses on the correct equal distribution of the four areas that ensure an individual’s mental health: health, activity, communication, and meaning-making. It is stated that the goal is to satisfy approximately 25% of psychic energy for each area, which allows for the construction of a developed center of self-confidence, where primary abilities (e.g., hope, trust, patience, love) serve as a basis for psychological harmony, and secondary abilities (e.g., discipline, punctuality) act as practical adaptive tools without violating the structure of these pillars (Peseschkian & Remmers, 2020; Peseschkian Foundation, 2024).

This theoretical approach allows positive psychotherapy specialists to develop specific interventions: in particular, therapeutic techniques that simultaneously support the strengthening of primary abilities and the targeted use of secondary ones, contributing to the dynamic growth of resources and the stable self-knowledge of the individual (Peseschkian & Remmers, 2020; Cesco, 2023).

In the context of gender differences, Peseschkian (2023) emphasises that primary and secondary capacities, as a bipolar system, contribute to self-regulation related to the socio-cultural environment. The author notes that achieving balance depends on the harmony of the emotional and structural capacities of both sides, which applies to the construction of psychological

resilience of both men and women.

In terms of age-specific features, recent works (Peseschkian & Remmers, 2020) emphasise that the use of resources and the maintenance of internal balance are subject to change at different stages of life. In adolescents and young people, the dynamics of searching for meaning prevail, while in older age groups, the reinterpretation and stability of values are dominant. This contributes to the introduction of a positive psychotherapy approach in the context of psychoeducational developments.

In the context of professional activity (Peseschkian, Messias & Cagande 2020), the use and consumption of resources should be viewed from the perspective of conflict transformation. The goal of therapeutic intervention is not to prevent conflict, but to transform it into an opportunity for development. This approach is important in the process of professional self-realisation and the restructuring of internal resources. At the level of personal factors (Peseschkian, 2023), it is noted that positive psychotherapy encourages the stabilisation of the value system as a central node of resources. Particular importance is given to self-awareness, self-esteem and the process of internal meaning-making. According to the author, these personal resources possess a profound therapeutic potential that contributes to the restoration and development of mental health.

Methods

In order to present the role of psychological resources within the framework of positive psychotherapy and to study their interrelationships in different contexts, we conducted a comparative qualitative analysis. Through the analysis, the features of the manifestation of psychological resources were compared, depending on social and individual factors. Based on the results of the analysis, a comparison was made with the theoretical basis of positive psychotherapy, paying special attention to the main concepts of this direction, such as primary and secondary abilities, the structure of value systems, and the mechanisms for maintaining the person's internal balance and development opportunities.

Results

The study of scientific justifications for the nature and characteristics of psychological resources reveals that they are considered not only as stable mental qualities of an individual, but also as a variable and developing potential, influenced by many factors. As a result of this analysis, we can characterise some features of the manifestation of psychological resources according to structural foundations:

1. Gender characteristics: N. (Peseschkian (1987) notes that women often demonstrate more pronounced primary abilities, such as love, patience,

hope, forgiveness, which in positive psychotherapy are considered as natural, spontaneous and emotional resources. These abilities contribute to communication, strengthen emotional ties and serve as the basis for the role of interpersonal support. In contrast, men usually use secondary abilities more often, such as discipline, responsibility, punctuality and organisation, which are considered socialised and more consciously formed resources. These types of resources are associated with purposeful actions, professional stability and solving practical problems.

2. Age characteristics: Age plays a significant role in the process of perception, application and development of psychological resources, and psychological resources develop in stages, depending on the person's life activity, social environment and level of intrapersonal maturity. According to Pezeshkian (1996), the intensity and availability of the manifestation of primary abilities (love, faith, hope, patience) at different stages of life change depending on internal needs and expectations of the external environment. This process forms the basis of the individual's adaptive and self-management mechanisms, contributing to the activation of psychological resources and the realisation of the potential for self-development.

3. The influence of professional activity: The professional environment and work activity can have a significant impact on both the activation of psychological resources and their limitation. Within the framework of positive psychotherapy, the professional sphere is considered a key field for self-expression and the development of psychological structure. When a person tries to surpass or adapt to external demands at the expense of internal needs (Peseschkian, 2000), a loss of strength, depletion of resources, and sometimes emotional dryness begins. However, if this conflict is recognised and used as an opportunity for growth, it turns into a development resource, contributing to both self-analysis and mental stability.

4. Individual-personal factors: The formation of psychological resources cannot be considered without the personal characteristics of the individual: value system, emotional stability, volitional structure and level of self-awareness. In positive psychotherapy, these factors are considered not only as prerequisites but also as internal forces that are being restored and developed. N. Peseschkian emphasises that the internal adequacy of an individual largely depends on the extent to which he sees meaning, faith, hope and constructive purpose in himself. If Peseschkian (1992) is correct, the value system becomes the basis for resistance and autonomy for the individual. Instead, value crises, internal contradictions and low emotional self-regulation impede the full use of resources.

5. The cross-cultural factor: The cross-cultural factor is of essential importance in the process of perception, analysis and application of

psychological resources, since value systems, communication norms and social expectations shape the adaptive behaviour of an individual and the structure of internal resources differently in different cultures;

This factor strongly influences the perception, meaning and application of resources: what is considered a resource in one culture (for example, individual self-expression) may be perceived as unregulated behavior in another culture (Akhtar & Pezeshkian, 2021).

In the context of studying psychological resources, one of the main questions is what factors contribute to the activation of these resources, and how it is possible to stimulate the restoration or discovery of resources through therapeutic intervention. Both theoretical and applied approaches emphasise that the development of resources does not only imply favourable conditions; It often depends on the individual's subjective perceptions, internal structures, and awareness of cultural roles. That is, even in a favourable external environment, an individual may not use his or her resources due to misinterpretations and personal survival schemes.

Hamid Pezeshkian (2021) suggests using three key dimensions in resource work: temporal (what past events can serve as a source of resources), interpersonal (what relationships have contributed to the formation of resources), and ontological (what semantic structure does the person's experience of existence have). These interventions contribute to the restructuring of resources and their active influence in the therapeutic process.

Within the framework of Nosrat Pezeshkian's (2020) positive psychotherapy, resources are viewed as internally existing, but sometimes inactive or unnoticed abilities. The main ways to activate resources are the activation of positive past experiences, emphasising the person's internal abilities, such as patience, discipline, creativity, and sense-making skills.

Research and clinical experience show a number of effective methods that can be used to activate psychological resources in the therapeutic process:

- Reorientation – helps an individual change their attitude towards their internal difficulties by identifying the resource elements present in them.
- Sublimation – allows them to transform negative emotions into socially acceptable and positive activities. This stimulates the revival of creative resources.
- Correction of Idealisation – therapeutic work is aimed at revising the individual's unrealistic ideas about themselves and others, strengthening realistic self-assessment and inspiration resources.
- Compromise decisions – can contribute to “internal coexistence” within the person, revealing balancing self-regulation resources.
- Constructive forms of avoidance – in some cases, it is appropriate to

create distance from the harmful environment in order to discover or activate new resources.

- Self-regulation and psychological flexibility – by developing adaptive abilities, the individual regenerates coping resources, especially in stressful conditions.

Peseschkian's model also considers humour and stories as emotional resources, using metaphors in the therapeutic process that activate the potential for subconscious transformation. These methods are considered not only as an intervention, but as a way to activate the person's internal resources, restore self-regulation, and positive self-concept.

Discussion

Modern approaches demonstrate that psychological resources are multi-component potentials, including cognitive, emotional, behavioural and social factors, which are also formed and manifested depending on the cultural context (Reppold et al., 2020).

Moreover, activation becomes an effective basis for the development of a person's emotional stability, self-esteem and resilience. This process is considered within the framework of positive psychotherapy not only as a tool for restoring well-being, but also as a tool for growth and self-realization, when resources are viewed as developing potential, not just existing conditions (Furchtlehner et al., 2024). According to positive psychotherapy, therapeutic activation of resources is possible only when the individual's cultural affiliation, family scenarios and the meaning of the main conflicts in life are taken into account. This approach is especially effective in multicultural societies and when working with migrants (Pezeshkian, N., 2020).

Accordingly, recent research (Russo Netzer & Israel Atad, 2024) and (Klonek et al., 2024) highlight the main factors contributing to resource activation, which include the following:

1. Clarification of value orientation and meaning in life, which allows for the stabilisation of identity-based choices and a sense of purpose.
2. Promotion of self-knowledge and development of self-efficacy, which strengthens the person's sense of control (Engelhardt et al., 2024).
3. Strengthening of social support systems, which act as external resources in restoring internal balance.
4. Creative activities or expressive methods, which stimulate the activation of non-verbal resources (symbolic, emotional) (Klonek et al., 2024).
5. Inclusion of cultural and intercultural context, which increases the possibilities of identification and stimulates adaptive resources (Russo Netzer & Israel Atad, 2024).

The combination of these factors creates an intrasystemic state in which an individual can not only survive and adapt, but also develop and self-actualise as a subject who actively shapes the structure of his or her psychological resources.

Conclusion

Based on the analysis of the studied scientific literature, it can be concluded that psychological resources represent those components of a person's internal potential that contribute to the psychosocial stability and effective life activity of an individual. They include the value system, self-esteem, emotional self-regulation, the ability to search for meaning, and practical adaptive behaviour. The activation of resources is considered a preventive and restorative process that can have a positive impact on both an individual's emotional health and intrapersonal relationships. The analysis of the factors contributing to the activation of these resources reveals that their targeted development through therapeutic interventions enables the reduction of neurotic symptoms, enhances self-direction, and fosters a more meaningful orientation in life.

The research data confirm that gender, age, professional, and cultural factors significantly affect the structure and forms of resource manifestation. These observations emphasise that therapeutic interventions should be based not only on problem analysis, but also on the principles of resource identification, activation, and valuation.

In today's rapidly changing and information-saturated world, the activation of psychological resources is a crucial condition for an individual's stability. It is in this transformational world that the ability of an individual to recognise, maintain, and develop his or her internal resources contributes to cultural flexibility, adaptability, and the formation of psychological resilience, while also ensuring social harmony in a multicultural environment.

In general, it can be stated that psychological resources are not only a means of maintaining the individual's internal balance, but also a driving force for development and self-realisation, and their targeted activation can be considered an important strategy of modern psychological practical work.

References

1. Akhtar, S., & Pezeshkian, N. (2021). Strength-oriented interventions in multicultural therapy. *Journal of Positive Psychotherapy*, 7(1), 33–47. <https://doi.org/10.47602/jpp.v7i1.195>
2. Antonovsky, A. (1984). The sense of coherence as a determinant in health. In J. D. Matarazzo (Ed.), *Behavioural health: A handbook of health enhancement and disease prevention* (pp. 114–129). John Wiley.
3. Belinskaya, E. P. (2009). Sovladanie kak sotsial'no-psikhologicheskaya problema [Coping as a socio-psychological problem]. *Psikhologicheskie Issledovaniya*, 1(3). <http://psystudy.ru> (accessed July 5, 2025)

4. Berezin, F. B. (1988). *Psikhicheskaya i psikhofiziologicheskaya adaptatsiya cheloveka* [Mental and psychophysiological adaptation of a person]. Leningrad.
5. Cesco, E. (2023). Vier Aspekte der Lebensqualität: Das Gleichgewichtsmodell und sexuelle Störungen. *The Global Psychotherapist*, 3(1), 104–114. <https://doi.org/10.52982/lkj188>
6. Engelhardt, C. L., Meier, M., Keller, S., & Laireiter, A.-R. (2024). Positive psychotherapy and cognitive behavioural therapy in anxiety patients: A study protocol for an online group RCT. *PLOS ONE*, 19(4), e0299803. <https://doi.org/10.1371/journal.pone.0299803>
7. Fredrickson, B. L. (2004). The broaden-and-build theory of positive emotions. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 359(1449), 1367–1377. <https://doi.org/10.1098/rstb.2004.1512>
8. Fredrickson, B. L., Grewen, K. M., & Algoe, S. B. (2021). Positive emotions broaden awareness and build well-being over time. *Psychology & Health*, 36(1), 1–20. <https://doi.org/10.1080/08870446.2020.1778696>
9. Furchtlehner, L. M., Fischer, E., Schuster, R., & Laireiter, A.-R. (2024). A comparative study on the efficacy of group positive psychotherapy and group cognitive behavioural therapy on flourishing, happiness and satisfaction with life: A randomised controlled trial. *Journal of Happiness Studies*, 25(7), Article 104. <https://doi.org/10.1007/s10902-024-00806-y>
10. Ivanitsky, A. V. (2015). *Psikhologicheskii resurs kak integral'naya kharakteristika lichnosti* [Psychological resource as an integral characteristic of personality]. *Sovremennye Problemy Nauki i Obrazovaniya*, 2–3.
11. Klonek, F. E., Jungbauer, K., Kauffeld, S., & Abele, A. E. (2024). No pain, no gain revisited: The impact of positive and negative psychotherapy experiences on treatment outcome. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2024.1378456>
12. Leontyev, D. A. (2002). *Lichnostnoe v lichnosti: lichnostnyy potentsial kak osnova samodeterminatsii* [The personal in personality: personal potential as a basis of self-determination]. In B. S. Bratus & D. A. Leontyev (Eds.), *Uchenye zapiski kafedry obshchey psikhologii MGU im. M. V. Lomonosova* (Vol. 1, pp. 56–65). Smysl.
13. Liu, Y., & Huang, Z. (2021). Psychological need satisfaction and well-being: An updated look from the self-determination theory. *Frontiers in Psychology*, 12, Article 689473. <https://doi.org/10.3389/fpsyg.2021.689473>
14. Maddy, S. R. (2005). *Smysloobrazovanie v protsesse prinyatiya resheniy* [Meaning-making in the process of decision-making]. *Psikhologicheskii Zhurnal*, 26(6), 87–101.
15. Malikhina, Y. V. (2004). *Sotsial'no-psikhologicheskie aspekty sistemnoy profilaktiki «obshchego devyatsionnogo sindroma»* [Socio-psychological aspects of systemic prevention of the “general deviant syndrome”] [Candidate's thesis abstract]. St. Petersburg.
16. Maslow, A. H. (1971). *The farther reaches of human nature*. Viking Press.
17. Messias, E., Peseschkian, H., & Cagande, C. (2020). Positive psychotherapy: An introduction. In E. Messias, H. Peseschkian, & C. Cagande (Eds.), *Positive psychiatry, psychotherapy and psychology* (pp. 11–32). Springer.
18. Nalchadjyan, A. A. (1988). *Sotsial'no-psikhicheskaya adaptatsiya lichnosti* [Socio-psychic adaptation of personality]. Izdatel'stvo AN Armyanskoy SSR.
19. Peseschkian, H. (2021). Intercultural psychotherapy and resource activation. *Journal of Positive Psychotherapy*, 7(2), 45–59. <https://doi.org/10.47602/jpp.v7i2.241>
20. Peseschkian, H. (2023). Positive psychotherapy: Core principles. *Current Psychiatry*, 22(1), 5–9.

21. Peseschkian, H., & Remmers, A. (2020). Life balance in positive psychotherapy. In E. Messias, H. Peseschkian, & C. Cagande (Eds.), Positive psychiatry, psychotherapy and psychology (pp. 91–99). Springer. https://doi.org/10.1007/978-3-030-33264-8_8
22. Peseschkian Foundation. (2024). Balance model of positive psychotherapy. Wiesbaden Academy. <https://en.peseschkian-stiftung.de/balance-model>
23. Peseschkian, N. (1987). Positive psychotherapy: Theory and practice of a new method. Springer-Verlag. ISBN 978-3-540-17561-2
24. Peseschkian, N. (1992). In search of meaning: Positive psychotherapy step by step. Balancier Verlag. ISBN 978-3-88763-041-9
25. Peseschkian, N. (1996). Positive family therapy: The family as the therapist. Norton. ISBN 978-0-393-70100-0
26. Peseschkian, N. (2000). Positive psychotherapy: Theory and practice of a new method (3rd ed.). Balancier Verlag. ISBN 978-3-88763-072-3
27. Pezeshkian, N. (2020). Positive psychotherapy: The theory and practice. Springer. <https://doi.org/10.1007/978-3-658-30037-2>
28. Reppold, C. T., Mayer, L. H., & Pizzinato, A. (2020). Psychological resources in adolescence: A longitudinal approach. Journal of Human Growth and Development, 30(2), 179–185. <https://doi.org/10.7322/jhgd.v30.10028>
29. Russo-Netzer, P., & Israel-Atad, O. (2024). Activating values intervention: An integrative pathway to well-being. Frontiers in Psychology. <https://doi.org/10.3389/fpsyg.2024.1375237>
30. Vodopyanova, N. E. (2009). Psikhodiagnostika stressa [Psychodiagnostics of stress]. Piter.
31. Dubrovina, I. V. (Ed.). (2004). Prakticheskaya psikhologiya obrazovaniya [Practical psychology of education]. Piter.
32. Majer, J. M., Barth, M., Zhang, H., van Treek, M., & Trötschel, R. (2021). Psychological regulation techniques in therapy. International Journal of Psychotherapy, 28(3), 112–125.

The article has been submitted for publication: 14.07.2025

Հոդվածը ներկայացվել է տպագրության. 14.07.2025

The article is sent for review: 15.07.2025

Հոդվածն ուղարկվել է գրախոսության. 15.07.2025

The article is accepted for publication: 28.08.2025

Հոդվածն ընդունվել է տպագրության. 28.08.2025