STUDY OF THE MINDFULNESS OF MASTER KIT TOOL USERS

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Topicality. In the modern world, the specifics of human life depend directly on such psychological components as the psycho-emotional stability of a person, stress resistance, criticality, and flexibility of thinking but also on other important parameters, such as a person's self-awareness and actions in life.

In modern psychology, mindfulness refers to the ability to arbitrarily focus on current events and feelings, as well as to arbitrarily shift attention from one aspect to another, while feeling the controllability of the concentration process and its manageability. In a mindfulness state, a person focuses on the present moment, trying not to be distracted by past events or thoughts about the future.

Mindfulness, acting as a feature of cognitive-personal style, is a powerful non-specific factor of a person's psychological well-being. Several studies have linked self-awareness with higher levels of life satisfaction, resilience, psychological well-being, and optimism [11]. It has also been mentioned that mindfulness directly affects cognitive reactivity and social anxiety [10].

In our study, we addressed the question of whether subjects who use the Master Kit tool for self-regulation and achieving goals change their level of mindfulness. We aimed to determine the subjects' degree of absorption into the activity process, the enthusiasm and interest in the program, the degree of internal motivation, and the level of mindfulness.

Object of study. The mindfulness and mental states of subjects who use Master Kit.

Subject of study. Features of the manifestation of inclusion and mindfulness in the process of user training.

Task. To determine whether a connection exists between the mindfulness level and the inclusion of the subjects and to show the manifestation of the dedication process and the degree of concentration and control in the use of the Master Kit tool for self-regulation.

Hypothesis. The effectiveness of training by Master Kit depends on the user's level of mindfulness. In other words, the better the technique will work, the better the person is aware of his or her state, and the better the psychotherapeutic effect is.

Study methodology

On the basis of the data obtained in the study of the state of mindfulness and reflection in computer activity, a cumulative methodology was developed aimed at measuring interests, internal motivation, experience states, manifestations of various emotions in the activity process, and the depth of immersion. The study used questionnaires and testing as the main methods for studying mindfulness and the respondents' involvement in the activities.

A sample of 311 people was formed, consisting of 88.1% women and 11.9% men. Of these subjects, 64% were aged 30 to 40 years, 20% aged 20 to 30 years, and 16% aged 40 to 50 years and older.

The study was carried out in two stages. The first stage included the study of the users' mindfulness in the initial period of training. In the second stage, after 14

days of using the Master Kit program, taking into account the trainings, the psychological characteristics of the subjects were re-measured.

The study was carried out individually. The subjects received an answer sheet in electronic form. Data confidentiality and non-disclosure were guaranteed in advance.

In the final stage, all the material obtained was processed to obtain objective data and identify mental states.

Study methods

1. **Mindful Attention Awareness Scale (MAAS)** (Brown & Ryan,; adapted by Leonteva). This is a method for evaluating mindfulness, reflecting an individual's tendency to be aware of his or her actions as opposed to acting reflexively with disturbance and distraction.

2. **Mental state pattern** (Prokhorov,). This technique studies the main aspects of the mental state: mental processes, physiological reactions, feelings, and behavior. The technique is based on the idea of a hierarchical mental state structure and its main components. The questionnaire is a list of properties of the mental state and contains 40 basic characteristics of mental states divided into four groups (processes, feelings, behavior, and physiological reactions).

3. **Mental state questionnaire** (Prokhorov). This questionnaire is aimed at evaluating a respondent’s current mental states.

4. **Five Facet Mindfulness Questionnaire (FFMQ)** (Baer et al., 2006). This technique is aimed at evaluating the level of mindfulness and changes in it during the course of activity. The questionnaire consists of 39 statements and 5 factors (description, non-judgmentalism, non-response, actions awareness, and observation).

5. **Cognitive and Affective Mindfulness Scale - Revised (CAMS-R)** (Feldman, Hayes, & Kumar, 2007). This technique is aimed at determining the overall degree of mindfulness in life.

6. **Toronto Mindfulness Scale (TMS)** (Lau, Bishop, Segal, Buis, & Anderson, 2005). This technique is aimed at evaluating the decentering parameter, that is, the degree of a subject's separation from the perceived objects.

Study results and their interpretation

Factor analysis was used to interpret the data obtained. Based on factor analysis, 14 factors were identified with 73% explained variance and with eigenvalues greater than one, each of which is marked by relative loadings on the variables associated with the mindfulness state. Thus, 73% of the total variance is explained by the factors. On this basis, for the variables with the highest impact for each factor, taking into account the sign of the factor loading of the variable, the factors were set (Table 1).

Table 1

Factor No.	Eigenvalue	% of total variance	Cumulative %	Cumulative eigenvalue
1	7,362	16,360	16,360	4,715
2	5,148	11,441	27,801	3,900
3	2,920	6,489	34,290	4,269
4	2,432	5,404	39,694	3,566
5	2,068	4,595	44,289	4,482
6	1,966	4,368	48,657	4,063
7	1,765	3,922	52,580	2,909
8	1,744	3,876	56,456	2,767
9	1,668	3,707	60,163	3,166
10	1,484	3,298	63,461	3,880
11	1,219	2,708	66,169	2,554
12	1,150	2,555	68,723	1,606

13	1,067	2,371	71,095	1,860
14	1,013	2,250	73,345	1,489

The first factor involves time management, personal problems, compulsivity, and emotional attitude level.

The second factor combines self-control, purposefulness, and preference.

The third factor involves a subject’s extraversion in the activity and his or her energy and manageability.

The fourth factor combines a subject’s level of impulsivity, thoughtfulness, and action consistency.

The fifth factor combines the state of a subject's optimism, cheerfulness, and confidence.

The sixth factor reflects the state of vivacity, apathy, liveliness, and fervor.

The seventh factor shows the states of a subject's tension and relaxation in the activity process.

The eighth factor involves observation, awareness, and control.

The ninth factor combines the states of adequacy and stability.

The tenth factor combines the levels of imagination, ingenuity, and new image formation.

The eleventh factor determines the state of absorption and the evaluation of a subject’s own actions and observation.

The twelfth factor is a factor of a subject's emotional response.

The thirteenth factor is a factor of image and idea formation in a state of mindfulness.

The fourteenth factor is a factor of a subject's sensitivity.

Table 2

Double factorization data obtained

	Components				
Factor No.	Image formation in mindfulness state	Level of control	Absorption in the activity process	Cognitive	Level of conscious response
10	0,713				
5	0,693				
6	0,685				
7	0,615				
9	0,604				
3	0,446				
1		0,766			
8		-0,635			0,465
2		0,621			
14			-0,758		
11			0,695		
13				0,764	
4				0,604	
12					0,855

The following five secondary factors were distinguished, which together explained 60% of the variance.

The first factor is a factor of image formation when the subject stayed in a state of mindfulness. It combines imagination, intelligence, memorization, etc.

The second factor is a factor of a subject's own action control and evaluation, combining time management, self-control, purposefulness, and mindfulness.

The third factor is a factor reflecting the level of absorption into the activity process.

The fourth factor is a cognitive factor responsible for thoughtfulness and consistency of thinking.

The fifth factor is the level of response, which reflects mindfulness from the point of view of a subject's perception of reality and tendency to explore "own experiences." It also reflects the shift in self-identification with the subject's own thoughts and feelings to the broader vision of internal processes (particularly compulsiveness, tolerance, the influence of personal problems, and switchability).

Table 3

	Eigenvalue	% of total variance	Cumulative %
1	2,616	18,685	18,685
2	1,631	11,652	30,337
3	1,411	10,077	40,414
4	1,395	9,965	50,379
5	1,242	8,868	59,247

Based on these results, the conclusion is that the state of mindfulness of the Master Kit program users relates mostly to a change in time perception, increased emotional attitude to the process, a change in the level of tension, a critical evaluation of actions and "narrowing" the perceived component, a change in a subject's self-perception, less sensitivity to external manifestations, and changes in the level of control in favor of an increase in purposefulness, self-control, and concentration.

In addition, based on the results, it is reasonable to conclude that the users' state of mindfulness was formed as a motivational component, which is carried out with the help of the actualization of certain mental states in the activity process and which includes cognitive components together with the mental states experienced at the actual time. In this context, it can be argued that staying in a mindfulness state in the activity process is a structurally more complex state and that it is formed on the basis of other mental states when the subject performs certain activities.

The study was able to identify several main factors accompanying the state of mindfulness of Master Kit users, namely absorption and inspiration in the activity process, concentration and focus on the process and not on the result, changes in self-perception and perception of one's own actions. As a result of these factors, the users achieve the desired result (catharsis) or change their attitude toward the problem.

A comprehensive analysis of the reflection of the users' mental activity in the mindfulness state indicates the connection between actual feelings and their changes in the period of training. A higher level of mindfulness has an impact on the effectiveness of the activity and, therefore, on the success of the belief trained by a user. In turn, the success of the training affects the deep structure of the user's personality.

The comparison of the results of the two stages allowed us to establish a trend in the level of awareness and some psychological characteristics. In particular, more stable mental states appeared in the users, their advertence to their own feelings changed, and the level of the verbal description of their emotional states, beliefs, and expectations, as well as their critical thinking, increased in the process of using Master Kit.

Thus, mindfulness as a personal component has a significant impact on the psycho-emotional background of a person. Changing a person's beliefs, changing the attitude to a situation — all this can be gradually done through self-reflection and active observation of one's own thoughts, increasing the level of mindfulness and reshaping limiting beliefs and cognitive patterns. The ability of a person to be aware of the inner picture subjectivity, to be objective in the situation, while maintaining the mobility of thinking, helps to reduce emotional stress, to correct behavioral disorders,

to solve internal contradictions and problems, and to obtain greater certainty in understanding one's own goals and ways to achieve them.

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