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Application of the Three Aspects of Form model in pedagogical diagnosis

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The article presents a model of conducting activities in pedagogical diagnostics in accordance with the assumptions of the author's method, called Three Aspects of Form (TAF). The concept expands the paradigm of diagnostic activities with therapeutic elements. Universal analytical categories for use in the study of processes with active human involvement are described. The most important element of the TAF model is discussed – a set of four tasks for the pedagogue-diagnostician, under which a simplified version of the first stage of didactic therapy is implemented. The idea of categorical trio-action as a foundation of the Three Aspects of Form of method, its relation to the creation of cultural and mental development are also presented. The scales of phenomenological, missionary and cultural activity as well as the principles of their modification are presented as well.

KEY WORDS: three aspects of form, TAF, Didactic Therapy, pedagogical diagnosis, cultural intelligence

Introduction

Paedagogical diagnosis covers with its scope the methodology of recognition of the level of functioning of pupils and the conditions of their lives within the context of education, upbringing, therapy and care. The vantage point for diagnostic work are tasks

set out in the education and preventive programme of the school or any other education facility¹. Teachers and specialists provide a diagnosis concerning the development of psychological and paedagogical aid in the planning and evaluation of individual education and therapy programmes. In this manner, they attempt to influence the level of functioning of children and youths.

On the basis of the paedagogical diagnosis, the fundamental indications are established for the purpose of execution of developmental support for those under care, and for this reason it can be described as influencing decisions. It includes references to desired states, value judgements. Significant in this regard seems to be the execution of diagnoses within the context of the family, peer, school environments that would let one notice the causes of difficulties in the functioning of a particular pupil. Results of assessment of the strong suits of an individual and their environment, on which the paedagogical work may be founded, must be assessed as being very important. If possible, the readiness of the pupil to self-diagnose and remove the emerging problems is developed – all this allows one to assume the possibility of their further successful development.

Paedagogical diagnosis, having significant importance in terms of supporting the development of the pupil, must be conducted with consideration for the triangulation of the sources of knowledge and the ethical responsibility of the diagnostician. A paedagogue, a teacher, is obligated to represent a cognitive attitude that characterises the humanistic and comprehensive perception of man, empathy as well as reasonable innovativeness that may elevate the quality of education and development².

¹ Schools and facilities implement an education and preventive curriculum covering the following: 1) contents and activities that are educational and aimed at pupils, and 2) contents and activities that are preventive in character and adapted to the developmental needs of pupils, prepared in line with the conducted diagnosis of needs and problems within a particular school community (Polish Act of December 14th, 2016., Education law, Polish Journal of Laws of 201, item no. 59, meaning, Polish Journal of Laws of 2018, item no. 996 art. 26. 1).

² Conf.: E. Jarosz, *Diagnoza psychopedagogiczna – ogólne założenia teoretyczne* [in:] E. Jarosz, E. Wysocka, *Diagnoza psychopedagogiczna, podstawowe problemy i rozwiąza-*

The paedagogical diagnosis frequently takes the form of an informal exploration performed in course of current work with the pupil. Relevant procedures are sought that would ensure its methodological separation and uniformity³.

The proprietary concept of the Three Aspects of Form (TAF) model⁴ accommodates the achievement of these needs; diagnostician teachers can utilise this method. The usage of this structure allows the following:

- 1) the subdivision of multi-aspect activities into three categories of processes, allowing the representation of complex activities with the use of simple descriptions;
- 2) the execution of profiled assessment of targeted activities in three independent areas;
- 3) support of development in the area of each of the three aspects of activity.

The teacher at a preschool or school can utilise the systematic approach to the formal description of purposeful human activity as presented in the TAF model to simplify interpreting reality by pupils. They can also aid self-diagnosis – finding the causes of one's problems and foreseeing the effects of one's actions. According to the assumptions of the model, getting to know the categories

nia, Wydawnictwo Akademickie „Żak”, Warszawa 2006, pp. 15-28; B. Niemierko, *Diagnostyka edukacyjna*, Wydawnictwo Naukowe PWN, Warszawa 2009, pp. 42-44; B. Skalbana, *Diagnostyka pedagogiczna. Wybrane obszary i rozwiązania praktyczne*, Oficyna Wydawnicza „Impuls” Kraków 2011, p. 25, 70-72; E. Wysocka, *Człowiek a środowisko życia, podstawy teoretyczno-metodologiczne diagnozy*, Wydawnictwo Akademickie „Żak”, Warszawa 2007, p. 133; E. Wysocka, *Diagnostyka pedagogiczna. Nowe obszary i rozwiązania*, Oficyna Wydawnicza „Impuls”, Kraków 2013, p. 69.

³ Conf.: B. Niemierko, *Diagnostyka edukacyjna*, Wydawnictwo Naukowe PWN, Warszawa 2009, pp. 162-165; W. Zaczyński, *Praca badawcza nauczyciela*, WSiP, Warszawa 1995, p. 8.

⁴ As K. Konarzewski indicates, the model imitates certain aspects of operation of the original – theory recreates in the concepts certain aspects of real phenomena, influences the mode in which we view facts, allows for the understanding of relationships between phenomena (K. Konarzewski, *Jak uprawiać badania oświatowe. Metodologia praktyczna*, WSiP, Warszawa 2000, p. 12).

of activity that are universal to all people already plays a therapeutic role.

The TAF model had emerged as a result of an analysis of the development and education process using the Three Aspects of Form method in course of phenomenological studies⁵. The author conducts such research only with respect to phenomena – events that are fully real⁶ – and in this context, the terms used in the article, such as person, individual, man, refer to the subject in its entire psychological and physical complexity, defined according to any psychological concept.

On the *Three Aspects of Form* method and *Education Therapy*

The formal analysis method named *Three Aspects of Form* is not a psychological method, it does not serve to analyse the psychological conditions of man but the level of their purposeful activity. An analysis using the TAF method employs phenomena, the interpretation of which depends on the acting subject, with the researcher analysing the emerged component of culture.

According to the assumptions of the TAF method, the mode of thinking of a person that is related to an activity can be diverse, however, its individual threads always seem to fit in three universal formal categories – the missionary, the phenomenological and the cultural one⁷. Their names stem from the following aspects of purposeful actions of man:

⁵ B. Trochimiak, *Dydaktyka XXI wieku – potrzeba terapii?*, „Problemy edukacji, rehabilitacji i socjalizacji osób niepełnosprawnych. Vol. 19. Konstruowanie świata osób niepełnosprawnych – różne aspekty rzeczywistości” 2014, pp. 78-88.

⁶ Phenomenon – any fact that can be experienced, being the vantage point for scientific research (New Dictionary of the Polish Language, Wydawnictwo Naukowe PWN, Warszawa 2003) [phenomenon – a fact or an event in nature or society, especially one that is not fully understood (Oxford Advanced Learner's Dictionary, 2019) – translator's note].

⁷ B. Trochimiak, *Terapia dydaktyczna – założenia*, „Niepełnosprawność. Dyskursy pedagogiki specjalnej” 2013, no. 11, pp. 127-129.

- 1) motivation – within the TAF method, this is generalised as the missionary aspect; the missionary activity of man entails making oneself consciously aware of diverse kinds of internal messages;
- 2) cognitive – this is generalised as the phenomenological aspect; the phenomenological activity of man entails the reception of many diverse kinds of external data;
- 3) cultural – the most significant aspect of human activity within paedagogical diagnosis; cultural activity of man entails the processing of external and internal information that is mutually related within a specific activity and undertaking on this basis decisions taking into account values significant for the existence of the culture of man. In line with the assumptions of the method, such searching for an ever greater scale for one's purposeful activity leads to intellectual development of man.

The indicated names of categories form a system of terms that defines the space of events that is sufficiently capacious so as to analyse every kind of purposeful activity of man. The research plane corresponds to Aristotle's stipulations on form and matter. He believed that the purposeful cause for the emergence of things 'is a certain good, due to which something exists or something is happening' (here: the cultural aspect of purposeful human activity), and that the purposeful cause in the second meaning 'only emerges in the activity of beings able to be cognisant' (here: the phenomenological aspect of purposeful human activity), 'or at least to desire'⁸ (here: the missionary aspect of purposeful human activity). Pondering the choices of the names, the author considered the fact that a researcher is only able to observe a fragment of culture that was created as a result of work of an individual. They have no direct access to the content of their intellectual activity, and categories of analysis must encompass all activities without the necessity to re-

⁸ Quoted from: L. Regner *Wstęp*, [in:] *Arystoteles, dzieła wszystkie*, vol. 2, *O powstawaniu i niszczeniu*, Wydawnictwo Naukowe PWN, Warszawa 2003, p. 342.

duce their significance. Even though in any sort of study using the TAF method we do not know the content of the conclusions of the person acting purposefully, however, we are able to indicate a weaker level of activity within certain categories, and, on this basis, suggest training of accommodating these. Purposeful activity in the missionary sense will be able to emerge after excitation to work by way of motivation, irrespective of its type and condition of awareness of its presence⁹. It is an internal message of the activity being commenced. Within phenomenological activity, the person refers to the modes of achievement of a particular goal and modifies them if necessary. Within cultural activity, they choose the path to the objective that is valuable to them according to their views.

Example: A pupil knows that in order to be promoted to the next form, they should work on their mathematics – they are motivated. When they begin solving the required calculations, they exhibit missionary activity that was not the case earlier, before they started working (according to the assumptions of the TAF method). During studying, both momentary discouragement as well as interruptions in learning may arise. The phenomenological activity of the pupil is the preparation of materials for learning, with respect to which they assumed that shall be needed and which they may still amend in course of their continued work, with some of them being rejected during the search for the correct ones. They had concluded that they will be reading the content of the exercises, and searching for ways to solve them in textbooks and on-line. Apart from that, as part of this activity they concluded that they will be able to learn a specific portion of the material within three hours. During their cultural activity, the pupil appreciated the value of knowing mathematics that would help them solve the exercises required to pass, and concluded that during learning they would not destroy the

⁹ A differentiation is made between conscious and unconscious motivation as well as internal and external motivation – arising directly from the internal status of the body or external circumstances (P.G. Zimbardo, R.L. Johnson, V. McCann, *Psychologia. Kluczowe koncepcje. Motywacja i uczenie się*, Wydawnictwo Naukowe PWN, Warszawa 2010, pp. 60-63).

books through notes and that they would not play music too loud, so as not to disturb others. During their activity, it may arise that in books, markings would emerge that are smeared due to eraser traces and that, to the dismay of their cohabitants and neighbours, the pupil concluded their learning playing the music of their favourite band. Depending on the levels of each type of purposeful activity achieved by the pupil, it could come to pass that they were active the entire time with great engagement, that they chose their textbooks and working strategy well, and that the learning was effective. It could also be that the high level of encouragement and determination ran out when information from the textbook did not let them understand the contents of the exercises, when they would be unable to find better materials and if the learning would have been unsuccessful. Subsequently, the pupil, not satisfied with their work, listened to a song by their favourite band and commenced playing computer games – these are other purposeful activities that can be presented in the same activity categories.

The presented universalism of purposeful activity categories permitted the formulation of the assumption on the three paths, along which thoughts flow along the way to the goal, and, accordingly, three courses of purposeful activity. In the assumptions of the TAF method, this property of the mind¹⁰ had received the name of *categorial path tripartition* (Pl. *trójtorowość kategorialna*) and describes the existence of three types of intellectual activity permitting the individual to achieve the objective they set for themselves

What does the thinking process look like in this concept if it would be reduced to the area of purposeful activity? Usually, in practice, the thoughts that follow each other and that accompany the achievement of diverse objectives are mixed. For instance, when thinking about doing their homework, the pupil will look out the window, desire to drink some tea, and when brewing it, they would

¹⁰ The concept of the *mind* is understood here as the entirety of psychological processes perceived as functions of the brain (conf. C.S. Nosal, *Umysł*, [in:] *Encyclopaedia of Psychology*, ed. by W. Szewczuk, Fundacja 'Innowacja', Warszawa 1998, p. 935).

change TV channels, all the while thinking back to their paper, etc. In addition, they would frequently ponder on their and others' historic and future activity as well as on diverse activities with them at the centre. The image emerging this way may seem to the observer as being disordered, however, this is only apparently so, and only when if one would want to examine it linearly over time, without using the categories of the TAF. An analysis using the Three Aspects of Form method entails interpreting the thoughts accompanying purposeful activity in terms of the missionary, phenomenological and cultural categories, and the determination of their levels by descriptions or with the use of scales presented in the further part of the article.

The analysis of a longer train of thoughts by way of TAF categories makes sense both for the diagnostician as well as the pupil. It is a confirmation of the fact of emergence of strings of thoughts that are organised in a non-linear manner. The individual is helped in that they can become aware of the existence of a great set of their own activities, which are not concluded due to the lack of knowledge of the mode, in which the objective could be attained (weaker phenomenological activity level) or rejected as being forgotten (lower level of missionary activity), and allows them to determine the circle of beneficiaries of their purposeful activity (evaluation of the level of cultural activity).

The application of the TAF model in paedagogical diagnostics entails the expansion of the paradigm of diagnostic work with the therapeutic function, all of this being equal to the pupil participating in the first of two stages of the proprietary paedagogical method referred to as *Education therapy* (Pl. *Terapia dydaktyczna*). This type of therapy entails educational influence aimed at the support for intellectual development through the definition of the cultural point of reference for decision-making process¹¹. It entails in particular seeking good decisions in action (valuable components of human

¹¹ B. Trochimiak, *Terapia dydaktyczna a rozpoznawanie edukacyjnych potrzeb uczniów*, „Człowiek – Niepełnosprawność – Społeczeństwo” 2015, no. 2(28), p. 64.

culture). The therapy entails accommodating phenomenological, missionary and cultural activity of a person. According to the assumptions of ET, accommodating phenomenological activity entails developing the characteristic of openness of the mind; accommodating missionary activity entails training to achieve the state of interest in the environment; accommodating cultural activity is getting to know and training oneself to apply values important for the existence of the human species and their environment¹².

Usage of the TAF model in paedagogical diagnosis

An important objective of paedagogical observation is to determine, whether the pupil requires psychological and paedagogical aid. If it would turn out to be necessary, the material achieved subsequently is utilised to determine the diagnosis. When using the TAF model, the entirety of analyses is conducted in universal categories of activity (meaning, phenomenological, missionary and cultural activity), and requires the execution of four tasks in interaction with pupils:

- 1) presentation of the property of the *categorical path tripartition* of purposeful human activity;
- 2) aid in the pupils becoming aware of the content of their thinking that accompanies purposeful activity and that translates to thinking using TAF categories;
- 3) encouraging self-diagnosis using TAF categories;
- 4) indicating relationships between the usage of the *Three Aspects of Form* method and intellectual development.

The TAF model may be utilised in paedagogical diagnosis at preschools and schools. Activity conducted as part of the model should be presented to the pupils, applying the relevant concepts, however so translated by the teacher that such vocabulary is used that would be comprehended by these pupils. Pre-school children

¹² B. Trochimiak, *Terapia dydaktyczna – założenia...*, p. 123-138.

and young schoolchildren should be taught purposeful activity categories of the TAF in course of games and activities solidifying behaviour, without the exposure of terminology. Example tasks aimed at the introduction of the *categorial path tripartition of human thinking* in daily lives (exercises one, two and three), after the translation of the contents of the relevant rule to the realm of terms understandable to preschoolers, could look like this:

Activity 1. *I want to do something* – purposeful activity of missionary character

For all age groups. Activity conducted once per day. Time: 2-3 minutes or longer.

Course of the activity:

- Introduction to the activity: The children sit along a straight line. The teacher asks several questions: Would anybody like to use the bathroom? (if so, they can go), whether anybody is hungry? is anybody thirsty? do they want e. g. to sing a song? play ball? go sleighing? walk on the moon?
- The activity proper: If a pupil would want to do something, they stand – if they want to state what they want to do, they state it, if they do not – they do not – they clap their hands and sit down.
- Diagnostic needs:
- The activity is recorded – the frame spans the entire group. Ever week, the children from the group are shown the most interesting fragment of the recording – two minutes long, or longer if the children would so desire. It is clear how the children stand up all the time – individually or in groups – and sit down – clapping is heard.
- For the teacher, the film is a recording of the diagnosis of the entire group in the category of purposeful activity that is missionary in character.

Activity 2. *I know, how to do something* – purposeful activity that is phenomenological in character.

For children from a middle or older group. Activity conducted once per week or more frequently. Time: 2-5 minutes or longer.

Course of the activity:

- Introduction to the activity: The teacher uses a folder with activity sheets: 'I know, how to do something', which contains thematically-ordered sheets with simple descriptions of execution of simple activities by pre-schoolers. The teacher reads out a few descriptions (different ones for each activity), and asks the children, whether do they know how to do something else.
- The activity proper: The children stand in groups of three facing each other. If the pupil knows how to do 'something' - they raise their hand, they put it down and says quietly to the child standing on the right 'what they want to do'. Then they explain loudly to the child on the right 'how they want to do this', and this pupil attempts to guess, what was to be done. The child on the right confirms or denies this. Then the children switch roles.
- Diagnostic needs:
- The activity is recorded - the frame spans the entire group. Every week the children are presented with the most interesting, three-minute portion of the film (or a longer one if they desire this). Initially there is no sound, the children try to remember what they said. Then - with sound. Fragments of discussions may be difficult to hear, due to the voices overlapping.
- For the teacher, the film is a recording of the diagnosis of the entire group in the category of phenomenological purposeful activity.

Activity 3. *What is good and what is bad* - purposeful activity that is cultural in character.

For children from a middle or older group. Activity conducted once per week. Time: 5-10 minutes or longer.

Course of the activity:

- The teacher reads out descriptions of different modes of doing the same activity. In groups, the children pick the variant that,

to them, seems the most valuable. The teacher presents their version of the best course of action. A discussion is conducted within the entire group. The children create a drawing about this (+ ca. 15 minutes).

- Diagnostic needs:
- The drawings are put up on the board and are presented for the next activity.
- For the teacher, the complete set of drawings is a weekly record of the diagnosis of purposeful activity of the entire group that is cultural in character.

The execution of the last, fourth therapeutic activity contained within the TAF model, meaning, the link between the usage of the *Three Aspects of Form* method and intellectual development, the teacher should, when speaking to their pupils:

- praise activities stemming from each of the three types of purposeful activities, using the following descriptions: Alice wants something – she will be a great scientist; John knows, how to do something – this is the way a great constructor starts their work, Alexandra wants to take care of everyone – she is very wise, etc.;
- stress that it is good to do something good for oneself, for friends and colleagues;
- appreciate different valuable activities (e. g. activities of children, of other persons or of characters from stories) – even the most minor ones.

In their activity, the teacher should be guided by the conviction of the relationship between the usage of the *Three Aspects of Form* method and the development of intelligence¹³ in the cultural aspect

¹³ D. Wechsler indicates that 'Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with [their] environment' (D. Wechsler, *Definicja i natura inteligencji* (reprint from *The Nature on Intelligence*, 1939 [in:] Brzeziński, E. Hornowska, *Skala Inteligencji Wechslera – WAIS-R. Polska adaptacja, standaryzacja, normalizacja i wykorzystanie w diagnostyce psychologicznej*, Wydawnictwo Naukowe PWN, Warszawa 1993, s. 16). As R.S. Feldman states, intelligence for psychologists means the ability to comprehend the

- understood as the state of the mind of an individual during the act of creation of culture. The author referred to this property of the subject as *cultural intelligence*. Within their theoretical assumptions, she related to the thoughts of Aristotle from 2500 years ago, which stated that the objective of the activity of an individual able to describe for themselves objectives and master modes of achieving them, is, in effect, to cause a certain good to emerge. In line with the assumptions of Education therapy, the presentation of an inspiring relation of the TAF method with intellectual development accommodates the missionary activity of pupils and belongs to training modes in the achievement of the state of being interested in one's environment¹⁴. The set of four activities that do not fit in the specific path of diagnostic activity can also be considered an amendment of the practical knowledge of pupils on the role of purposeful activity in an individual's life.

Paedagogical diagnostics conducted according to the TAF model considers the phenomenological (P), missionary (M) and cultural (C) activity levels (AL) to be significant that might be referred to along the ordinal scales - for phenomenological activity (PAS), missionary activity (MAS) and cultural activity (CAS).

Phenomenological activity scale

Activity that is phenomenological in character - according to the definition used by the TAF method, this is human activity in terms of studying and getting to know phenomena. Within the scope of particular activity, one can speak of finding and becoming aware of solutions in a given situation. The three-position phenomenological activity scale (PAS) is presented in table 1.

world, to think rationally and efficiently use the resources available at hand in new situations (R. S. Feldman, *Zrozumieć psychologię*, Wydawnictwo Astrum, Wrocław 2004, pp. 394-395).

¹⁴ B. Trochimiak, *Terapia dydaktyczna - założenia...*, p. 130.

Table 1. PAS phenomenological activity scale used in paedagogical diagnostics conducted according to the TAF model

Scale level – score	Phenomenological aspect of the activity
2	knowledge of various modes of execution of a given task
1	knowledge of one mode of execution of a given task
0	no activity

Source: own work

The PAS scale may be used for paedagogical analyses, where the need would arise to obtain the answer to the question about the knowledge of various methods of execution of a specific activity.

Missionary activity scale

Activity that is missionary in character – according to the definition used by the TAF – describes the readiness to act stemming from the feeling of a need, the understanding of a necessity, having a plan, a will, readiness to play, etc. The character of the conviction, with which a person commences working and then continues it may

Table 2. MAS missionary activity scale used in paedagogical diagnostics conducted according to the TAF model

Scale level – score	Phenomenological aspect of the activity
4	completion of the activity
3	continuation of the activity
2	commencement of the activity
1	manifestation of the will to act
0	no readiness to act

Source: own work

be varied, but belongs within one of the listed classes. The set of classes may be amended by the teacher, if this would aid in the understanding of the concept. Every instance of readiness to act is treated equally. In paedagogical diagnostics conducted using the TAF model to describe difficulty in undertaking and continuing activity, a five-level MAS missionary activity scale is used (with a score ranging from zero to four points), as presented in table 2.

The MAS measures the readiness of a person to act, taking into account each phase of activity.

Cultural activity scale

What is the cultural aspect of human activity, or cultural activity? According to the definition used by the *TAF* method, this is making decisions to choose solutions that are valuable (for the good of the individual and of the environment) on the basis of information from missionary and phenomenological activity in a particular task, whereby the search for a good decision contributes ever more broadly to the intellectual development of the person.

The CAS - cultural activity scale - constitutes the formal relationship of the act of the decision with the significance of the decision being reached for the environment. It is the link between the decision and the character of the consequences stemming from having reached it. It enables the measurement of the level of cultural activity using the PAS score. Consideration of the significance of one's activity for the general population is a key component of the development process. It is very important in paedagogical diagnosis conducted using the TAF model. In terms of cultural activity, pupils should be taught that a decision made at any time throughout their lives has a cultural dimension, e. g. it can be good for oneself, for their closest environment, for a broader environment, and finally, for the world as a whole, whereby activity that is good for the entire world has the broadest cultural significance among them all.

Within paedagogical diagnosis conducted according to the TAF model, a cultural activity scale, CAS, is used that offers a score ranging from zero to eight points, as presented in table 3. According to the taxonomic property, every situation described in the second column of table 2 also fulfils the requirements of the lower levels. The descriptions of CAS levels equal reaching decisions for the good of someone (for some kind of good) is equal to reaching decisions that do not harm that person (or something).

Table 3. CAS cultural activity scale used in paedagogical diagnostics conducted according to the TAF model

Scale level – score	Phenomenological aspect of the activity
8	for the good of the world or without harming the world (including for the good of the Earth)
7	for the good of the Earth or without harming Earth (including for the good of one's country)
6	for the good of the country or not harming the country (including for the good of one's home town)
5	for the good of one's home town or not harming one's town (including for the good of the school)
4	for the good of the school or not harming one's school (including for the group of one's class)
3	for the good of one's class or not harming one's class (including for the good of the family)
2	for the good of one's family or not harming one's family (including for own good)
1	for own good (without an analysis of consequences for the environment)
0	no decision, describing lack of cultural activity

Source: own work on the basis of B. Trochimiak, *Założenia Terapii dydaktycznej a podejście do problemów wychowawczych z dziećmi i młodzieżą*, „Problemy opiekuńczo wychowawcze” 2017, no. 8, p. 46.

The teacher may establish any desired number of subscales within the six subareas of the CAS scale, meaning: CAS2, CAS3... CAS7, adapting them to the character of the group, e. g. preschoolers. When preparing ahead of observation, they can modify them, retaining the rule of taxonomic applicability of new content and the relevant rank¹⁵. An example cultural activity scale for pupils within a preschool group was presented in table 4. The modified scale remains an eight-point scale, the name includes the number of the universal CAS item, for which the new scale is narrowed down – CAS4 in our example.

Table 4. Example of the content of a modified cultural activity scale, CAS4

CAS4 level – score	Cultural aspect of the person’s activity – character of the decision made
8	for the good of the preschool and the parents bringing the children to the preschool
7	for the good of all children from the preschool
6	for the good of the other preschoolers from the group
5	for the good of the teacher
4	for the good of the preschoolers, with whom the child eats their meals
3	for the good of their best friend
2	for the good of mum, dad and one’s siblings
1	for own good
0	no decision, describing lack of cultural activity

Source: own work

For clarity, the table only shows the altered main content of the items on the scale. In the full version, the description of one level should also include the clause ‘or not harming’ as well as ‘including for the good of...’ (table 3, column 2). The fourth level of the origi-

¹⁵ Rank – here: providing symbols on the scale with numeric values.

nal CAS, meaning, four points for a decision benefiting one's own school or not causing it harm (including the good of one's own class), is the highest level of the new CAS4, whereby in our example the scale, after modification, covers preschool and not school situations. The rule of taxonomic suitability still applies, meaning, the relevant situation is only distinguished when the decisions reached by the child are good for the situations from all the lower levels on the scale.

The points assigned for the relevant individual levels of cultural activity, as presented in tables 3 and 5, serve to bring to order the paedagogical observation and the preparation of material to make a diagnosis.

Activity level within a single action

For instance, observations allowed for the registration of point values for a single activity of the pupil:

- one point on the PAS – they know, how to perform the activity – they knew one method of doing it;
- three points on the MAS – they did not finish the task;
- four points on the CAS4 – they were aware that they acted for the benefit of children, with whom they usually eat meals, but also that what they did did not harm their mother, father and siblings or their closest friend.

The results of the observation are noted by the teacher as:

$$AL = [P1, M3, C4; 4]$$

or

$$[P1, M3, C4; 4]$$

where AL is the activity level in the area of P – phenomenology, M – missionary scale, C – cultural scale, the note 'K4; 4' describes cultural activity for four points using the modified CAS4, whereby the information on the level of the modified scale is placed after the semicolon.

Within the conducted self-diagnosis, the pupil does not need to use the numerical activity scales. All it takes for them to think not only about themselves when choosing their solution in the course of a decision, but that they would also consider an ever broader circle of beneficiaries.

After the description of PAS, MAS and CAS activity levels, therapy is used entailing accommodating these activities that remain at a low level at a given time.

Summary

The presented proprietary model of the TAF plays two roles within paedagogical diagnostics – it simplifies the analysis of the semantic meaning of facts by the teacher by reading them within the suggested universal categories of intellectual activity, and is a catalyst within the intellectual development process of the pupil, participating in the first stage of *Education Therapy*. The execution of the therapeutic component within diagnostic activity has the objective of accommodating the real needs of the pupil on the way to independent problem-solving.

The dissemination of the TAF method that is so significant for the model within the context of its properties aligns among others in the obligation of execution of school-based prevention and development programmes. It is a helpful measure against the emergence of negative consequences for one's consciousness that would stem from the participation of children, youths and adults in unsuccessful searches for valuable solutions in their lives. In searches ending frequently with the registration of further contradictions, intensifying misunderstandings for the surrounding world and closing oneself within a circle of behaviour understandable for one, aimed at own profit. Without conscious utilisation of the mechanism of the *intellectual categorial path tripartition* mechanism and the idea of the elementary process of the creation of culture (by way of decisions made for the common good), intellectual development may evolve

like an unexpected journey to nowhere. It would remain mysterious, incidental, slow, rich with 'dead ends' and ineffective. The knowledge of categories of activity in the development of culture has fundamental significance for the development of a young person, providing them with a stable support in the fast-changing world, and at the same time – the foundations for the construction of a positive value system later in life. Within the *TAF* model and within *Education Therapy*, one assumes the target form of the pupil, who, when leaving the education facility, would know the universal categories of activity for their own benefit and for the benefit of human culture on Earth along with all of nature, and knows how to be a positive individual in adult life. The knowledge of the mechanism of one's intellectual development is useful to everyone, in particular people searching for a method to reach decisions that are positive for themselves and for the entire world. In line with the assumptions of the *TAF* method, this mechanism is natural and elementarily simple, thanks to which the individual can participate in the process of creating culture already from the moment of its physical emergence, initially on the lowest level of cultural activity. With time, along with the development of their own – missionary and phenomenological – activity and with the utilisation of more universal values than just personal profit, it enters a higher level of creation of culture.

It seems that there exists presently the necessity to again fuse development and education processes, which with time have diverged from each other, with education processes constituting the majority. This situation is symbolically presented by the possibility of pupils being able to be promoted to the next form independent of their note for conduct¹⁶. The separation of the processes had

¹⁶ Pursuant to the education law in force, the note for conduct does not influence the notes from education classes or the promotion of a higher form in the curriculum or graduation from school (art. 44f section 9 of the Polish act of September 7th, 1991, on the education system, Polish Journal of Laws of 1991, no. 95, item no. 425; unified text developed on the basis: meaning, Polish Journal of Laws of 2018 item no. 1457, 1560, 1669).

acquired the accidental substantiation of its separation in science through the usage of different definitions of intelligence that would take into account the skills of a person without respect for activity for the benefit of existence of human culture on Earth, including with respect to nature. The results of school education may thus, in view of the author, be improved, using the three aspects of form of purposeful activity with the cultural vantage point for decision-making processes, irrespective of whether the concepts of the *intellectual categorial path tripartition* and *cultural intelligence*, as suggested in the article, will be used or not.

In the application of the TAF model in educational diagnosis, the author sees a mode of handling the phenomenon of lack of social fit in its early and initial stage. It also allows for the possibility of influencing the intellectual development of pupils and leading to more conscious and mature participation of individuals in the process of formation of human culture on Earth. She is of the opinion that when using the TAF model, pupils could better read and evaluate reality, and, accordingly, understand themselves and others better and be more understanding for the environment.

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