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### Recognition of a Training Ethic in Professional Linguistic Practices

Cognitive power and the social power of speech and writing in workplace and training environments are certainly at the source of the organization of this colloquium. A growing concern which focuses on the links between general, professional and technological training in which the company is treated as a partner, questions the place of *basic learning in the professional high school and requires* a definition of the issues which can help to take up the democratic challenge of training. In the instruction of professional and technological bodies of knowledge, a number of bypasses, avoidance and obscuring between the cognitive confrontation of subjects and the nature of the ambiguity of language can be observed. The problematization of professional knowledge and its linguistic dimension reveals that the minor status of the body of knowledge taught is dependant upon the censure of certain documents, and that the relationship between the knowledge of students and instructors depends on this lack. The term of *professional and linguistic methodology* which comes from the synergies of epistemological solidarity between bodies of knowledge as well as between the partners of these bodies of knowledge succeeded the term of *graphic reason* borrowed from Jack Goody. The recognition of this organizational principle of bodies of knowledge applied to the didactic field of technical and professional fields of knowledge is a modification factor, sensitive to the relationship between the knowledge of teachers and students. And if one turns towards the definition of an *aesthetic of professional writing*, it should be supported by the recognition of a *training ethic*.