

Mathilde Bouthors
Institut National de Recherche Pédagogique

Document Processing of Linguistic Abilities in the Workplace

From now on, information will be at the heart of social functioning both technically and scientifically speaking, as well as in everyday relations at work. The practice of democracy through the exchange of ideas, which is required by our societies, cannot be exercised in the future without research training and utilization, that is to say, its selection and the verification of its quality. One of the characteristics of the information system, which is presently being created on a world-wide scale, through satellites and the internet, is the speed with which information is transferred and its obsolescence in every sector of activity.

Documentation consists of managing this information through the use of linguistic tools which will permit the access of either primary documents or factual information. Similarly, through documents, especially periodicals, this information can be shaped by standardized articles at the editorial and/or scientific level. These efforts toward standardization highlight the difficulty which presently accompanies the evolution of techniques and knowledge, and the radical changes which they provoke in our behavior as well as our perception of reality. It is within the tension between the acceleration of changes and the necessity of time for the formation of thought and durable concepts that new demands are appearing in the mechanisms of training which will have to be conceived with information as a primary focus. On the one hand, it is a matter of being able to recognize necessary information which is scattered and fragmented within a diverse corpus. On the other hand, it is necessary to be able to organize it in coherent units which can then be articulated, argued and communicated to a third party. It would be illusory to claim that it is possible to train someone who could master information since no one can presently master every aspect of a subject, but it would be more modest and more democratic to train someone in the utilization of available information all the while being aware of its limits, practicing it on a technical, strategic and communicational level.

The possible content of information training and its pedagogical steps can be diverse: clarification and formulation of questions to be asked; identification of the producers of information; identification of the works to be studied and the vocabulary to be used; selection of information; verification of procedures and the quality of information; elaboration of dossiers, conclusions and projects which are products of its collection.