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A Critical Approach to Teaching “Initial Communication-Expression Training Institut Universitaire de Technologie” in Relation to the Realities of the Professional Milieu

The Programme Pédagogique National 97-98 mentions that instruction in expression and communication should contribute to the privileging of the student’s entry and evolution in professional life by familiarizing him with job search techniques.

Specific training and available markets result in solidly defined, short and long-term perspectives, which assumes that the company maintains close ties with the outside market and that the training process takes professional demands into consideration in order to be adaptable.

However, if these considerations concern a certain number of teachers, they are often forgotten when faced with material constraints.

Indeed, how does one adapt a practice to the professional demands of a two-year technical degree, given the reduction in class schedule which negatively effects quality of education? Do educational tools correspond to the technical evolution of the outside market and do they sufficiently prepare students for these parameters (technical, professional, relational and cultural concerns)? The analysis of these teaching mechanisms in view of the “realities” of the outside world will be completed by the evaluation of knowledge (of the teachers and students). These young people are in a key phase (end of their studies, in search of work) which creates a link between training and work.

The employment-cell is a poignant example and a justifiable analysis since it represents a partner-mediator between the two arenas in question. It is also well suited for redefining the objectives conceived for the realities of the field. It makes the validation of practices in use and the evaluation of the relevance and quality of training possible thanks to material and human interests rather than those of administration and theory.

This approach allows for suggestions that are likely to ameliorate the reconciliation between theoretical and practical objectives.

It would be necessary to open up onto the social-industrial environment. To follow as closely as possible the different recruiting methods and even to participate in them in order to better prepare our students. Relations with companies in the form of mutual “visits, would also work toward this end, but above all, they would nourish a “dialectic” between university vocational training and professional life. It would also be necessary to work towards a synergy between disciplines in order to offer our students transversal abilities.