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#### Learning to Talk, Learning to Talk by Talking “About one’s Job” in the Socially Constructed Mechanisms: Work-Site Schools

During the analysis of risky work situations, we have observed a particular training practice (sic) in the firm (sic). The training process involves the filming of real work situations and their collective analysis in the course of an organized meeting held for that purpose (socially constructed device). It consists in creating collective deliberation to deriving operational lessons for accident prevention. The practical impact of this study is to decipher the functioning of discussion focusing on real work situations and show the contribution of methodologies allowing work situations to be understood and analyzed in terms of associated risks. Its originality holds in the collective elaboration and exchange of experiences and know-how.

The reflexive activities are considered as a unique work activity, which target mutual information, transformation of practices and realization. They appeal to a process of confrontation between different kinds of knowledge, know-how, logic and orientation. The reflexive activities developed and expressed during these meetings allow operators to develop and enrich their know-how and their knowledge of the field of risk diagnosis which privileges the transformation of the representations of work and practices. The confrontation of the latter takes as its target the sharing of experience and the construction of knowledge. Thus, the situation of a job, filmed and discussed collectively, becomes a training situation in itself and can contribute to the development of other ulterior training situations.