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### Professional Didactics and Pragmatic Abilities

Professional situations of communication between human beings remain largely unknown. We know very little about the nature of the knowledge which structures the activity of those who have become experienced professionals in dialogue with clients or in interactions with their colleagues at work. We know very little about the process of development of these abilities, which most often takes place outside of formalized training.

This paper uses a series of studies dealing with activities consisting primarily of verbal interaction between technical training and experienced professionals and other professionals or clients (traffic agents of the SNCF, foremen from hospital technical services and automobile sales receiving clerks), we propose:

- On the one hand, to quickly show the way in which the question of training of required abilities for tasks which take place in and by dialogue is addressed in initial training and in continuous training (auto mechanic baccalaureate and continuous training for receiving clerks, initial training of railroad agents at the SNCF): limited understanding of professional situations of reference, return to French classes in initial training, role playing and approaches based on the dichotomy between technical abilities in a specialized area and communication abilities which are seen as universal.
- On the other hand, to show how the analysis of verbal interaction borrows from both theoretical and methodological contexts of ergonomic, cognitive psychology (and in particular the developmental approach) which constitute the basis of professional didactic procedure, and on the pragmatic theory of interlocutor engagement, developed by Trognon, following Searle and Vanderveken, permits one to propose the modalities of training based on the articulation between the repertory of technical knowledge as the base of activity and conceptualization of the situation (and specifically the one which is the object of exchanges, and the interlocutor) as organizational to the activity.