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## **Analyse argumentative sur l'acc s   des processus dynamiques des repr sentations sociales dans la rh torique du travail des enseignants**

**Abstract:** This paper discusses the argumentative analysis as a tool for the investigation of the rhetorical discourse in the process of formation, maintenance and transformation of social representations in the work of teachers, particularly among specific groups of teachers. It aims to present the limits and the adjustments of the tools of discourse analysis within the relationship between the social representations and the practice of teaching. The New Rhetoric allows us to use an operational approach in the case of the logic of everyday discourse which, in our view, varies from one semiotic group to another, without having a stable and immutable structure. Thus, the analysis must focus on what is usual within a specific semiotic group. We have used here a few significant results brought by the application of techniques for getting access to social representations with the goal of investigating the implicit elements of discourse according to a counter-argumentative perspective which privileges the comprehension of the dynamics of representations; we were interested to find out what elements are utilized by the group in conflict situations, while some of the elements of these representations are put into question.

**Keywords:** argumentative analysis, social representations, repr sentations sociales, pratiques de groupe, rh torique, discours.